

**THE IMPLEMENTATION OF ROLE PLAY TO IMPROVE SPEAKING
SKILL FOR GRADE X NURSING CLASS OF SMK MUHAMMADIYAH 3
KLATEN TENGAH IN THE 2015/2016 ACADEMIC YEAR**

A THESIS



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FACULTY OF LANGUAGES AND ARTS
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A Thesis

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Klaten Tengah in the 2015/2016 Academic Year

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juni 2016.

Penulis,



Indah Permatasari

DEDICATIONS

This thesis is fully dedicated to my beloved parents

Sumarni, S.Pd. & Sutarmín S.Pd.

and my dearest sisters and brothers.

MOTTOS

“Acquire knowledge, and learn tranquility and dignity.”

- Omar ibn al-Khattab

“A learned man who doesn’t restrain his passions is like a blind man holding a torch. He guides others but not himself.”

- Shaykh Sa’di

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Finally, I hope that this thesis will be useful for those who read it. I do realize that this thesis is still far from being perfect. Hence, any criticism, ideas, and suggestions for the betterment of this thesis are greatly appreciated.

Yogyakarta, June 1st 2016

Indah Permatasari

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ABSTRACT

The research was aimed to improve the speaking skill of Nursing Programme students grade X in SMK Muhammadiyah 3 Klaten Tengah, in the 2015/2016 academic year through the use of role plays. Based on the observation and interview that had been conducted, it was revealed that there were three problems to solve. They were the students' pronunciation, the students' vocabulary, and the activities in English teaching and learning process. Regarding to those problems, the researcher decided to use role play as the innovative way to improve speaking skill for grade X Nursing Class in SMK Muhammadiyah 3 Klaten Tengah.

The type of the study was action research. It was conducted in two cycles. The participants of the study were 22 students of class X Nursing programme and the English teacher. The data obtained during the research were qualitative data and quantitative data. The qualitative data were obtained from observations and interviews, while the quantitative data were gained from tests. The qualitative data were analyzed by reducing the data, displaying the data, drawing conclusion and verification. The mean scores of the tests were gained as the result of the quantitative data analysis. The validity of the research data used was democratic, outcome, process, catalytic, and dialogic validity. The reliability of the data used were time triangulation, investigator triangulation, theoretical triangulation, and inter-rater reliability.

The results of the research showed that the use of role plays successfully improved the students' speaking skill. The improvements can be divided as follows. In the pre-test, the mean score of the grammar in the students' performance was only 1.8. The vocabulary mean score was 2.1, the comprehension's mean score was 2.2, the fluency's mean score was 1.8, and the pronunciation mean score was only 2. Meanwhile, the mean score of the grammar in the students' performance in the post-test was 3.8. Then, the vocabulary mean score was 3.4, the comprehension mean score was 3.9, the fluency mean score was 2.9, and the pronunciation mean score was 3.1. So, it was very clear that there are significant improvements on the students' speaking skill through the use of role play.

Keywords: improvements, role plays, speaking skill.

CHAPTER I INTRODUCTION

A. Background of the Study

English has become a primary language of communication. It is spoken by millions of people all over the world. It has become a dominant language in many fields of activity, such as industry, military, business, tourism, transportation, sports, international relations, etc. Besides, English language also covers abilities of language. One of them is speaking ability.

Speaking is a process to convey and to share ideas and feeling orally. It involves some skills such as accuracy, appropriateness, fluency, and vocabulary building. It is a crucial part of second language learning and teaching so that we need to practice it in our educational environment, especially in an English lesson. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, teaching speaking to vocational high school students tends to be different comparing to that for high school students. Also, with the increased number of students enrolled in nursing programs and lack of clinical training sites, there is a need to adopt alternative innovative ways to teach the clinical component of a nursing programme.

Based on the observation and interviews conducted to grade X Nursing Class students of SMK Muhammadiyah 3 Klaten Tengah, it was revealed

that there were some problems identified regarding the English teaching and learning there. The first problem was the pronunciation. The materials used to teach the students were merely from the handbook which focused more on teaching grammar and could not attract the students' attention to practice their speaking though there were some listen and repeat activities. They found it difficult to pronounce certain English words which made them afraid of making mistakes. They also did not know how to express their ideas orally as they were not confident to speak English.

The second problem was the vocabulary. Based on the classroom observation, most students lacked vocabulary mastery that made them difficult to build sentences in English. They preferred to be silent and did not actively participate in the classroom activities. Furthermore, it could be seen that the activities done in the classroom were monotonous and less motivating. The activities could not encourage students to speak English.

The teacher tended to use explanation and discussion as the activities. When the observer did the interview to some students, it was found that the methods used by the teacher made them bored and sleepy. Even though the students could communicate with their friends during the discussion activity, they felt that they did not get enough time to practice their speaking. Also, the facilities in the school were not the complete ones. Almost all of the activities were held in the classroom. There was no LCD projector available for each classroom that made it difficult for the teacher to use video or power point as the media.

Regarding the problems mentioned above, the observer decided to use role play as the innovative way to improve speaking skill for grade X Nursing Class at SMK Muhammadiyah 3 Klaten Tengah. It was because unlike traditional teaching methods utilized in common classes, innovative teaching strategy like role play helps students to learn the skills that they need to accommodate with their future career.

B. Identification of the Problem

It has been mentioned earlier that the speaking skills of grade X Nursing Class students of SMK Muhammadiyah 3 Klaten Tengah were relatively low. There were some factors such as the students, the teacher, and the facility that caused the problem.

The first factor was the students. The students were hesitant to speak English as they thought it was difficult. They also lacked confidence to speak in English as they were afraid of making mistakes and had difficulties in pronouncing certain English words. Besides the pronunciation, the vocabulary mastery was also important for the students. However, the students still have low vocabulary mastery that made them hard to be able to speak in English.

The second problem was related to the teacher. The teacher tended to use explanation and discussion as the activities that cause the students' boredom. The activities done in the classroom could not encourage students to speak English because they were monotonous and less motivating. The students felt that the activities did not give many opportunities to them to improve their speaking skills even though they can communicate with their

friends during the discussion activity.

Last but not least, the next factor was related to the facility. The teacher could not present the media which can be used to attract students' attention. Also, the appropriate speaking material for Nursing programme were also not present because of the limited facility. Whenever the teachers need LCD projector for their media, the teacher had to take the LCD from the teacher's room and to bring it into the classroom. This condition made the teacher rarely used media in the teaching and learning activity. The materials used in the classroom were only the materials from textbook which were less various.

In conclusion, all aspects related to the students, the teacher, and the facility for grade X Nursing Class of SMK Muhammadiyah 3 Klaten Tengah need to be improved. The improvements are needed to support the development of the students in mastering their speaking skill, and it can be reached by implementing role play as the innovative activity in the teaching and learning process.

C. Limitation of the Problem

This study will be focused on the techniques used to improve students' speaking ability, the students' improvement, and also about its effect on the students' interest and skill. Nowadays, there are so many techniques that can be used to improve speaking ability, and one of the methods is role play.

The researcher decided to use role play because it can give the students new atmosphere in speaking session. The students are asked to express

dialogue and imagine it based on the simulation given by the teacher. Role play improves the fluency of the students' oral performance—many teachers have found that students speak more freely when they are playing a role, when they do not have to be themselves.

D. Formulation of the Problem

Considering the background of the study above, the problems which are investigated by the researcher are stated as follows.

1. Does the role play method interest students in their learning process?
2. Does the role play method improve the students' speaking skill?

E. Objectives of the Study

This study aims to know that role play attracts the students' interest in their learning process and to know that role play improves the students' speaking skill.

F. Significance of the Study

In this study, the researcher expects that it will give some contributions to the English language teaching. There are three significances gained from this study. They are:

1. The teachers

The English teachers can get knowledge about teaching speaking using role play and use the result of the study to help them teaching and motivating the students to be active in the process of English teaching and learning.

2. The students

Students are expected to get better learning by which they will be able to improve their speaking ability. They are expected to have better courage in expressing themselves and have great creativity in speaking English.

3. The researcher

The researcher is expected to have better knowledge about teaching English using role play and is expected to be able to provide information as the starting point for the students to improve their speaking skill.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Descriptions

1. The Nature of Speaking

a. The definition of speaking

Speaking is one of the most important skills to acquire. The reason is because speaking is the real aspect that implies the language as a means of communication. However, there are various definitions of speaking that are stated by some experts in language teaching. One of them is proposed by Brown. Brown (2001:267) states that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. Thus, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In speaking, students have to understand that there are interactive language functions. It occurs when students speak. Sometimes, people need to act following what they speak.

Furthermore, Harmer (2001:246-247) states that students need to follow the sociocultural rule and turn-taking rule. Sociocultural rule deals with the differences of the sociocultural background. Sometimes students

have to understand the partner of the conversation. They have to know the partner's habit. Moreover, when they are speaking, they have to consider the rule of turn-taking which deals with the timing when to speak. Here, the speakers should know their chance to speak.

In conclusion, speaking is very important because it is used by the society in order to have relation. Here, speaking can be said as a means of communication. To make the communication run well, students should acquire the speaking skill. This productive skill, speaking, will help them to deliver their message through the knowledge of grammar, knowledge of vocabulary, and knowledge of the rules of speaking. They are used to make the students know what to say and how to say. Thus, they can communicate well.

b. Aspects of speaking skill

There are a lot of essential aspects that have important roles in speaking English. Accuracy and fluency are two aspects which English teachers concern most when dealing with speaking activities. In creating speaking activities in the class, teachers need to decide whether the activity focuses on either accuracy or fluency.

According to Spratt, Pulverness, and Williams (2005:34) fluency is speaking at normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech. Then, accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation.

Brown (2001:268) also mentions that both fluency and accuracy are important goals to pursue in communicative language teaching. While fluency becomes the initial goal in language teaching which means that fluency is needed to be the symbol of automaticity in learning language, the accuracy is achieved by allowing students to focus on the element of phonology, grammar, and discourse in their spoken output. Both fluency and accuracy are needed to be acquired by the students in order to speak like a native speaker. When the students speak in fluent and accurate way, it can be said that they have understood the language.

Similar as Brown, Richards (2006: 14) states that fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitation in his or her communicative competence. The activities on fluency reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, unpredictable language production, and seek to link language use to context. Meanwhile, the activities in accuracy reflect classroom use of language, focus on the formation of correct examples of language, practice small samples of language, do not require meaningful communication, and control choice of language.

Besides fluency and accuracy, I concerned on grammar, vocabulary, comprehension, and pronunciation when teaching English to my students. It was because I did not want that my students were fluent in speaking English

but knowing nothing about what they were saying. I wanted my students to be able to understand, use and speak English in the correct way.

Furthermore, besides considering the importance of the aspects above, teachers also have to pay attention to the language features which are necessary for spoken production. Harmer (2001:269-270) suggests four language features as follows.

The first language feature is the use of connected speech. Effective speakers of English have to be able not only to produce the individual phonemes but also to use fluent connected speeches. In connected speech, sounds are modified, omitted, added or weakened. Because dealing with connected speech seems to be a complex thing, teachers should provide students with activities which are expected to improve and help them be familiar with speech connecting.

The second feature is the use of expressive devices. Native speakers of English use expressive devices when they communicate. They change the pitch and the stress of certain parts of utterances, vary the volume and the speed, and use the facial expressions. By doing so, they are able to express their ideas. Therefore, students are expected to use those devices in order to be effective communicators.

The third language feature is the use of lexis and grammar. The use of lexical and grammatical features are usually found in a spontaneous speech in the performance of particular language functions, such as agreeing or disagreeing, expressing surprise, shock or approval.

The last language feature is the use of negotiation language. Usually speakers use negotiation language to seek for clarification. The use of negotiation language is important for students because they need to ask for clarification when they are listening to someone else. The use of negotiation language is also used to show the structure of what speakers are saying. In this case, students need to use certain phrases if they want to be understood by the others.

c. Basic types of classroom speaking performance

Based on Brown (2004:141-142), there are five types of speaking. Those are imitative, intensive, responsive, interactive, and extensive or monologue. The range depends on the complexity of learning to speak in the target language.

The imitative speaking performance deals with imitating words and/or sentences. This kind of performances focuses on how well the students pronounce words and gives no focus on how students understand and express ideas in conversations. Brown (2001: 271) states that when learners perform an intonation contour or try to identify a particular vowel sound, the aim is not for the purpose of the meaningful interaction but for concerning on some particular elements of language forms.

The second type of speaking performances is called intensive performance. Intensive performances focus on building up students' mastery in grammatical and/or phonological aspect of language.

The third type of speaking performances is called responsive performance. This type of speaking performance involves students to take part in a very short conversation or an interaction such as standard greeting, small talk, simple requests, comments, and many other similar interactions that can make students to be more active in classroom talk.

The fourth type of speaking performances that has a higher complexion than the previous types mentioned before is interactive speaking. Even though this kind of speaking performances is similar to responsive speaking that also invites students to actively involve in the interactions and/or conversations, there is a difference between them. The difference between responsive and interactive speaking is in the length and complexity of interaction, which sometimes includes multiple exchanges and/or multiple participants.

The last type of speaking performances, which is the most complex one, is extensive performance. This speaking performance tasks include speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out together. In these tasks, the register is more formal and deliberative. In addition, these speaking performances can be either planned or impromptu.

In conclusion, I can say that the students of grade X Nursing class of SMK Muhammadiyah 3 Klaten Tengah were focusing on intensive and interactive performances. It was because through role play, I want the students to be aware of their grammar and to be more active in speaking

English correctly.

d. The difficulties in speaking

In speaking, students need to understand that English is different from Indonesian. English has its own rules and they need to know how to speak appropriately to meet their needs in the future. However many students seem to face difficulties when they are trying to speak in English. Then, to avoid doing mistakes, students need to know the factors that make speaking difficult. Brown (2001:270-271) outlines some aspect of spoken language that makes speaking sometimes difficult. The aspects are clustering, word redundant, reduce form, performance variables, colloquial language, rate of delivery, stress, rythm, and intonation, and interaction. The eight factors should be understood by the students, so the students can avoid the mistakes.

To avoid the mistakes, students should train themselves to resolve the difficulty of speaking by knowing the speaking strategies. As stated by Harmer (2001:249), students need to know the strategies of speaking to help them resolve the difficulty they are encountering. The strategies are improvising, discarding, foreignising, and paraphrasing. The strategies can be used by the students to avoid making mistakes and also help them to train their fluency of speaking.

By knowing the characteristics of speaking, especially what makes speaking difficult, students are hoped to understand what to do. Also, it implies that the teachers have to guide them to avoid making mistakes. In this case, the teacher can help them by providing good speaking strategies

for the students. Therefore, the teachers will have a chance to make their students acquire the language appropriately.

e. Microskills of speaking

Similar to other skills of language, speaking also has its own microskills. The microskills refer to producing the smaller chunks of language. Brown (2001: 271) states that in teaching oral communication, both the forms of language and the functions of the language are important. Students have to understand all of the micro-skills in order to help them to speak like the native speaker.

Moreover, Richards (2008: 21-28) also classifies the micro-skills of speaking according to the functions of speaking. The micro-skills involved in using talk as interaction are the abilities to open and close the conversation, to choose topics, to interrupt, etc. The micro-skills involved in using talk as transactions are the abilities to explain a need, describe something, make suggestions, etc. Meanwhile, the micro-skills involved in using talk as performance are the abilities to use an appropriate format, present information in an appropriate sequence, maintain audience engagement, use correct pronunciation, etc.

Furthermore, according to Brown (2004: 142-143) there are even micro-skills of speaking. The micro-skills are producing differences among English phonemes and allophonic variants, producing chunks of language of different lengths, producing English stress patterns, rhythmic structure, and intonation contours, producing reduced forms of words and phrases, and the

ability in using an adequate number of lexical units (words) to accomplish pragmatic purposes

Besides, the micro-skills of speaking also cover the ability in producing fluent speech at different rates of delivery, monitoring one's own oral production and use various strategic devices, producing speech in natural constituents, expressing a particular meaning in different grammatical forms, and using cohesive devices in spoken discourse.

Meanwhile, from those microskills of speaking stated by Brown, there are some skills that I implemented in teaching the students of SMK Muhammadiyah 3 Klaten Tengah. The microskills are:

1. Using grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
2. Producing speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.

f. Input

Input is very important for students because it can give them the knowledge needed when they are learning to speak English. The general term of input might include a variety of student and teacher characteristics, such as intelligence, sex, personality, general learning or teacher style, previous experience, motivation, attitudes, and so on. Brown (2007: 293) states that input is simply the process of comprehending language (listening and reading). Also, Krashen (1982) defines that optimal input should be comprehensible, be interesting and /or relevant, not be grammatically sequenced, and be in sufficient quantity. It is because if the learner can be

exposed to input having to these features, it is considered acquisition is more likely to occur.

Moreover, it is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. According to Wright (1976:1) many media and many styles of visual presentation are useful to the language learner as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. River (1981:399) claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means.

Finally, it is very clear that input is very needed by the students to be able to speak English. Without any input received, it is impossible for the students to do role play. They will not know how to produce and speak the correct English utterances for their role play. So, in providing the students with the good, appropriate, and clear examples of role play, the researcher decided to use video as the input.

g. Video

One of the most appreciated materials applied to language learning and teaching is video. According to Cakir (2006), video provides authentic language input for the students. It shows them how people behave in the culture whose language they are learning by bringing into the classroom a

wide range of communicative situations and also helps to promote comprehension. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words.

Moreover, Harmer (2001: 282) claims that video can give students realistic models to imitate for role-play; can increase awareness of other cultures by allowing the students to look at situation far beyond their classroom, creation and motivation. Also, there are three basics type of video which can readily be used in class: off-air programmes, real world videos, and language learning videos.

1. Off-air programmes

Off-air programmes are programmes that are recorded from a television channel. When using this kind of video as an input for our students, we have to the make sure that the programmes are engaging for our students, have a sensible length, and easy to understand. All television programmes also have copyright restrictions which vary from country to county, so it is very important to know what that law is and realise that breaking it can have serious consequences.

2. Real-world videos

There is no reason why we and our students should not use separately published videotape material such as features films, exercise's manual or comedy that there are no copyright

restrictions for doing this. However, once again, we need to make our choice based on the length, how engaging and comprehensible the extract is likely to be.

3. Language learning videos

Many publishers now produce video to accompany coursebooks. The main advantage of specially made video is that they have been designed with students at a particular level in mind. They are comprehensible, designed to appeal the students' topic interest, and multi-use.

Furthermore, in teaching the students of grade X Nursing class of SMK Muhammadiyah 3 Klaten Tengah, I used the real-world videos. The videos that I used entitled at the doctor and the doctor and the patient. The first video was about a nurse that making an appointment for a patient who was going to see the doctor. Then, the second video was about a doctor who was threatening his patient in a hospital.

However, even though video is a good input for students in learning English, there are some disadvantages of video that should be taken into account. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. So, the teacher should be well-trained on using and exploiting the video. The teacher can also be a controller, an assessor, an organizer, a prompter and a participant as well.

2. Teaching Speaking

a. Principles of designing speaking techniques

Principles for designing speaking techniques are useful to assist teachers in conducting a speaking class. Brown (2001: 275) suggests some principles for designing speaking techniques as follows.

1. Using techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.

Teachers should design tasks which are formulated to help students to understand and use the building blocks of language. In addition, teachers should make any drilling as meaningful as possible instead of making students bored with repetitious drilling.

2. Providing intrinsically motivating techniques.

Sometimes students do not know why they should do certain activities provided by the teacher. So, it is good for the teacher to help them to see how those activities will benefit them.

3. Encouraging the use of authentic language in meaningful contexts.

Though it does not easy and takes energy as well as creativity to design authentic contexts and meaningful interactions, but with the help of storehouse of teacher resource materials, it is possible to do so. Even drills can be designed to present a sense of authenticity.

4. Providing appropriate feedback and correction.

It is important for teachers to insert kinds of corrective feedbacks that are appropriate for the moment.

5. Capitalizing on the natural link between speaking and listening.

As many English teachers know, speaking and listening are linked and can strengthen each other. Many teaching techniques involving speaking will also contain listening. That is why; teachers have to maximize the opportunities to integrate these two skills.

6. Giving students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. Also, part of the oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversation and to change the subject. Therefore, in designing speaking techniques, teachers should design a technique which gives students opportunities to begin an oral communication.

7. Encouraging the development of speaking strategies.

Since some students are not aware of developing their own strategies for carrying out oral communication, teachers have to help them. Teachers can create a classroom environment that can make students get opportunities to practice strategic competence such as asking for clarification, asking someone to repeat something, using filters, using conversation maintenance cues,

getting someone's attention, and so forth.

Furthermore, according to Bailey (2005), there are some principles in teaching speaking that are described below.

1. Being aware of the difference between second language and foreign language learning context.

A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia), while a second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico).

2. Give students practice with both fluency and accuracy.

In language lessons, learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them by correcting their oral errors. So, teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from

the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

4. Plan speaking tasks that involve negotiation for meaning

This principle involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Then, transactional speech involves communicating to get something done, including the exchange of goods and/or services.

b. Teacher's role in teaching speaking

The teachers have an important role and responsible to make the teaching and learning process run well. They have to set all the components of teaching and learning process, try not to dominating the class, and give the students enough time to talk. There are eight roles of a teacher in a classroom that can facilitate students to learn and to help students improve their language skills. Those are a controller, an organizer, an assessor, a

prompter, a participant, a resource, a tutor, and an observer.

Similarly, Harmer (2001:275) points out three different roles that the teacher needs to play to get students speak fluently. The first role is as a prompter. Sometimes, when students are involved in a role-play activity, for example, they are get lost, do not know about what they are going to say next, or they forget for words. In this situation, it is natural that the teacher wants to help the students and acts as a prompter. It means that teachers can help them by offering careful and supportive suggestions. As long as it can be done without disrupting the activity, it will make the activity to progress easier and at the same time, it will stop the students from being anxious as they suddenly cannot express their ideas.

The second role is as a participant. Back then, teachers do not participate and give feedback to the student while they are doing a group discussion or role play. They just listen to them carefully. However, there is a time when teachers want to participate in the discussion or role play. By participating in the activity, the teachers can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere. Here, a teacher should not participate too much because she might dominate the speaking and drawing all the attention to themselves.

The last role is as a feedback provider. It is very important for the teacher to give feedback in his students' speaking activities. In this regard, a teacher should know how and when feedback is given. A teacher also has to avoid

over-correction because a helpful and gentle correction can make the students confident and it may get the students out of difficult misunderstanding and hesitations.

In addition, according to Spratt, Pulverness, and Williams (2005:145), every teacher changes roles during a lesson that will be appropriate to the type of lesson, activities, lesson aims, and the level and age of the students. At different times we may act as a planner, an informer, a manager, a parent or friend, or a monitor. For example, when students doing a role play, as a monitor, we have to make sure that they are doing what we want them to do.

As a teacher, we also can act as an involver, diagnostic, and resource. These roles are to make sure that the students are taking part in the activities, to recognize their difficulties, and to help and to give advice to the them. Finally, by applying the roles of teacher in the teaching learning process, the teachers can help the students to master the language. Besides, the students will feel comfortable that result on the achievement of the aims of the teaching learning process.

c. The PPP method

Among many methods, the PPP is a successful one and is widely used throughout the world by many English as a Foreign Language (EFL) and English as a Second Language (ESL) teachers. According to Harmer (2001: 80), in PPP method the teacher introduces a situation which contextualises the language to be taught.

Moreover, because every PPP lesson has a language aim which students should fulfill by the end of it, the PPP method not only can be applied to teach grammar items, but it can also be used to teach functions, vocabulary and even pronunciation. The stages of teaching and learning implemented can be explained as follows.

1. Presentation

The presentation phase usually consists of two steps. The first step is as introductory activity such as a warm-up or lead-in, an activity intended to raise the students' interest in the topic, and the second step is an introduction of the target language. In this stage, the teacher began the lesson by asking the students some questions related to the topic and showed a video which shown the context being studied.

2. Practice

In th practice stage, the focus is on form. The teacher provides opportunities for students to practice the learnt item in a controlled way. This is a chance for the students to use what they have learnt without making mistakes. So, it is very important that the students are monitored and all mistakes are corrected. During this stage, the researcher guided the students in creating and practicing their dialogues by correcting all of the students' mistakes and errors.

3. Production

Once students have practiced their dialogues, now it is time for them to perform it in real-situation like activities. The production stage

focuses on fluency and provides the students with an opportunity to personalise the language learnt by doing less controlled tasks and using their own ideas. In this stage, using the role play cards, the researcher asked the students to perform their role play in front of the classroom.

d. Teaching speaking in vocational high school

Teaching speaking to vocational high school students tends to be different compared to that for high school students. It is similar to teaching English for Specific Purposes because students of vocational high schools learn in one major programme which leads them to a specific career.

Based on *Permendiknas 2006 No.23*, teaching English in Vocational High School is divided into three levels. Those are Novice level for the tenth grade, Elementary level for the eleventh grade, and Intermediate level for the twelfth grade. There is also a number of standard graduate competencies of Vocational High Schools which stated in *Permendiknas 2006 No.23*. The table below shows the standard graduate competencies of English for the tenth grade students of Vocational High Schools.

Table 1: The Tenth Grade Students' Standard Graduate Competencies

Skill	Graduates Competencies
Listening	Understanding meaning in both interpersonal and transactional oral expressions, either formal or informal, in listening requests and commands related to daily activities.

Speaking	Expressing meaning orally in both interpersonal and transactional expressions, either formal or informal, in delivering request and commands related to daily activities.
Reading	Understanding meaning in both interpersonal and transactional written expressions, either formal or informal, in reading requests and commands related to daily activities.
Writing	Expressing meaning in both interpersonal and transactional expressions, either formal or informal, in delivering requests and commands related to daily activities in written form.

In order to reach the graduate competencies above, there are standard competences and basic competences set by the Education Ministry for the tenth grade students of Vocational High Schools. The lists of the standard competences and basic competences are mentioned in the table below.

Table 2: The Standard of Competence and Basic Competencies of the Tenth Grade Students of Vocational High School

Standard of Competence	Basic Competencies	Microskills
1. Communicating in English equal to Novice Level.	1.3 Describing things, people, characteristics, time, day, month, and year.	Using the correct grammatical word classes, pattern and tense in producing utterances with the appropriate

Standard of Competence	Basic Competencies	Microskills
		phrases.
	1.4 Producing simple utterances that are enough for basic functions.	Using the correct tense, patterns, and rules in producing utterances with the appropriate phrases, pause, and breathe groups.

Finally, it is decided that this study will focus on the process of learning of the students in mastering the language. It starts by identifying the kinds of uses of language the learners is expected to be able to master at the end of a given period of instruction.

e. Assessing speaking

It becomes such a challenge when it comes to assessing speaking. Luoma (2004:1) mentions that assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose. Along with the statement from Luoma, Thornbury (2005: 125) also states that deciding and applying satisfactory criteria for speaking assessment is challenging since different testers have different criteria.

In assessing speaking, Thornbury (2005: 127) proposes two main ways. Those are holistic scoring and analytic scoring. Holistic scoring gives a single score on the basis of an overall impression. It takes lesser time and is probably adequate to informal testing of progress. Yet, it will be better if there is more than one scorer who can discuss and join the result of the assessment. On the other hand, analytic scoring gives a separate score for different aspects of the task. It is good to use analytic scoring since there are various factors which are taken into account. Even though it takes longer but it is possibly fairer and more reliable. Conversely, there is a disadvantage in using analytic scoring. The scorer may be distracted by all the categories included. Therefore; four or five categories seem to be fine to be dealt with in one time.

In addition, Thornbury (2005: 127) also suggests four categories to be taken into account in assessing speaking. Those categories are based on CELS Test of Speaking. Those are Grammar and Vocabulary, Discourse management, Pronunciation, and Interactive Communication. However, besides knowing about types of scoring, we also have to understand about the cycle of assessing speaking.

Luoma (2004: 4) shows a simplified graph of the activity cycle of assessing speaking that is shown in the figure below.

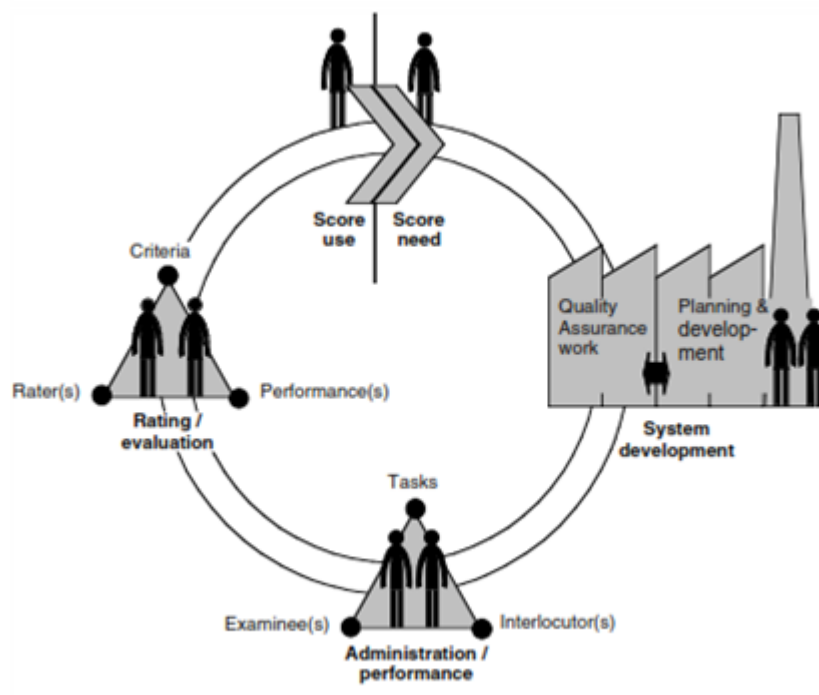


Figure 1: **The activity cycle of assessing speaking**

The activities begin at the top of the figure, when someone realizes that there is a need for a speaking assessment. This leads to a planning and development stage during which the developers define exactly what it is that needs to be assessed, and then develop, try outing and revising tasks, rating criteria and administration procedures that implement this intention. They also set up quality assurance procedures to help them monitor everything that happens in the assessment cycle. After that, the assessment can then begin to be used.

The cycle continues with two interactive processes. The first is the test administration/test performance process, where the participants interact with each other or with the examiner(s) to show their speaking skills. The second process is rating/evaluation, where raters apply the rating criteria to the test

performances which produce the scores. At the end of the cycle, if the need still exists and there is a new group of examinees waiting to be assessed, the cycle can begin again. Also, if information in the previous round indicates some need for revision, this has to be done. However, if there is no need for revision, the next step is administering a new round of tests.

Furthermore, in scoring the students' performances, the researcher used a scoring rubric that was adapted from Brown (2004: 172-173). This rubric had been consulted with the researcher's supervisor and the English teacher of SMK Muhammadiyah 3 Klaten Tengah as the collaborator. The speaking rubric can be seen below.

Table 3: Speaking Rubric for Students of Grade X Nursing Programme of SMK Muhammadiyah 3 Klaten Tengah

No.	Aspects	Descriptions	Range of score	Score
1.	Grammar	Control of grammar is good, can be understood by others and have confident control of the grammar.	Very good	5
		Control of grammar is good, can be understood by others even though with less sufficient structural accuracy.	Good	4
		Errors in grammar are quite often, can be understood by others, have less confident control of grammar.	Moderate	3
		Errors in grammar are frequent but still can be understood by others.	Poor	2
		Errors in grammar are frequent and cannot be understood by others	Very poor	1
2.	Vocabulary	Rich of vocabulary, idioms either in formal or informal conversations, can understand	Very good	5

		the conversation.		
		Rich of vocabulary and can understand the conversation.	Good	4
		Have sufficient vocabulary to speak the language and understand the conversation.	Moderate	3
		Poor of vocabulary but still can understand the conversation.	Poor	2
		Poor of vocabulary and cannot understand the conversation.	Very poor	1
3.	Compre- hension	Can understand any conversation context without many repetitions, slowed speech, or paraphrase.	Very good	5
		Can understand any conversation context with slowed speech or paraphrase.	Good	4
		Can understand some conversation contexts with repetitions, slowed speech, or paraphrase.	Moderate	3
		Hard to understand some conversation contexts without repetitions, slowed speech, or paraphrase.	Poor	2
		Cannot understand any conversation context even with repetitions, slowed speech, or paraphrase.	Very poor	1
4.	Fluency	Be able to speak in normal speed without too many fillers, oneself correction, and hesitation.	Very good	5
		Be able to speak in normal speed with some fillers and oneself correction, without hesitation.	Good	4
		Be able to speak in slowed speed with many fillers, oneself correction but have enough confidence.	Moderate	3

		Be able to speak in slowed speed with hesitation and filler and oneself correction.	Poor	2
		Hard to speak in slowed speed, using many fillers, oneself correction, and hesitation.	Very poor	1
5.	Pronun- ciation	Speaking without errors in pronunciation, good accent, confident, and can be understood by others.	Very good	5
		Speaking with fewer errors in pronunciation, can be understood by others, using good accent and confident.	Good	4
		Speaking with fewer errors in pronunciation, can be understood by others, less confident.	Moderate	3
		Speaking with many errors in pronunciation, still can be understood by others, less confident.	Poor	2
		Speaking with many errors in pronunciation, cannot be understood by others, less confident.	Very poor	1
Total score				25x4= 100

3. The Concept of Role Play Technique

a. The definition of role play

There are various strategies on teaching speaking, and one of the most famous strategies is role play technique. Role play is one of the techniques to teach speaking that asks the students to play characters based on the topics given in front of the class. Ladousse (1987) states that role play is an activity where students play a part in a specific situation in which they are experimenting their knowledge of the real world.

Furthermore, several types of role play activities are proposed by Ladousse (1987) which are explained below.

1. The first type of role play activities is a role play in which students play roles corresponding to a real need in students' lives. For example: a doctor dealing with patients.
2. The second type of role play activities is a role play in which students play themselves in various situations, for example a passenger asking for information. They may or may not have direct experience with the situations. Most of this type of role plays is highly motivating, especially when the situation is relevant.
3. The third type is a role play which some students will ever experience directly. Being a TV journalist is an example of this type of role play.
4. The fourth type is fantasy roles. Some students may feel this kind of role play activities are not so interesting since it has nothing to do with real life. On the other hand, once they understand what they are trying to do in role, this fantasy role play can be an enriching and a useful linguistic experience.

Finally, I decided to use the first type of role play for my students in SMK Muhammadiyah 3 Klaten Tengah. The students' major, which is nursing programme, is my main reason for choosing that type of role play.

b. The advantages of role play

There are many advantages that we can get by implementing role play in our teaching and learning activity. Brown (2004: 174) also avows that role play gives students opportunities to be creative and permits them to have a rehearsal time which has effect of lowering their anxieties. According to Ladousse (1987), there are some special reasons for using role play. The reasons are because:

1. Through role play, a very wide variety of experience can be brought into classroom.
2. Role play puts students in situations in which they are required to use and develop the phatic forms of language which are so necessary in oiling the social relationship.
3. Role play is a very useful dress rehearsal for real life.
4. Role play helps many shy students to speak out by providing them with a mask.
5. Role play is fun.

Finally, it can be concluded that role play is one of a whole gamut of communicative techniques which develops students' fluency, promote interaction in the classroom, and promote motivation.

c. The disadvantages of role play

Even though there are lots of advantages of role play, it is not impossible that role play has had any disadvantages. Possible disadvantages, especially for inexperienced nurse educator, are the time and the learners.

According to an experiment (2006) in University of New Mexico College of Nursing, the time is needed to develop and set up a role playing situation and some learners may be shy or anxious when asked to do role play in front of the class.

However, these disadvantages can be minimized through practice with the good technique because like any skill, role play requires practice. The nurse educator can ask members of the class to set up the role-playing situation, suggest how to handle shy learner, and so on.

d. Points to remember when setting up a role play

When discussing the degree of success of an activity such as role play, teachers often talk whether they “got into it” or not. No teacher likes an unruly classroom, and role play, like any other pair or group work activity, can lead into chaos if not properly organized. Ladousse (1987) proposed some points to remember when setting up a role play. The first point is that we have to distinguish between noise and chaos. Noise is only a problem if the teacher next door complains.

The second points are that it is better for us to begin with pair work and keep the activity short until students get used to it. We also have to make sure that the activity can be used for different number of students and the students have understood the situation before we start the role play. If our students break into their native language, we can set up the task more progressively. Finally, we have to set a strict time limit and make every attempt to stick to it.

Furthermore, Anderson (2006) also suggests some tips that can we used to make our role plays work. According to Anderson, there are some aspects that we have to take into account. Some of those aspects are the lead-in, demonstration, classroom dynamics, props and mime, intonation, and trust in the class. We have to consider those aspects because they will improve the degree of success that any role play has.

B. Relevant Studies

Prof. Dr. Jassim Mohammed Rayhan (2014) from Babylon University/College of Basic Education investigated the impact of using role play on improving students' speaking ability for the primary school. From the data analysis, it was found that the mean of the experimental group's post-score was 57.7333, which was higher than the mean scores of the control group that was found to be 48.1000. This showed that role play was more useful for them in teaching speaking skill since the students' achievement in the experimental group was better than that of the control group.

Furthermore, Nurdiana Mahdalena Sinurat and Willem Saragih (2012) investigated how role play can improve the speaking skill of vocational high school students. This study was conducted by using classroom action research. Based on the students' speaking score, it was found that the students' score kept improving from the first test to the third test. In the pre-test, the mean score was only 37.66, then in the first cycle of the test, the mean score was 48.33, and in the second cycle of the test, the mean score was 57.33.

Based on the data obtained from field notes, observation sheets, questionnaires and interviews, it was also found that the students agreed that role play helped to encourage them to speak, to express the language through appropriate expressions, and to think that speaking is not difficult.

C. Conceptual Framework

As stated in the previous chapter, the speaking skills of grade X Nursing class students of SMK Muhammadiyah 3 Klaten Tengah were relatively low. There were some factors that caused these problems. The first factor was the students. The students were hesitant and lacked confidence to speak in English as they were afraid of making mistakes and have difficulties in pronouncing certain English words. The students also still have low vocabulary mastery that makes them hard to be able to speak in English.

The second factor was the teacher. The teacher's way of teaching was monotonous and caused the students' boredom. Also, the facilities provided by the school were so limited and did not support the students' practical works.

Based on those problems, the researcher wanted to implement role play to improve the speaking skill of grade X Nursing class students of SMK Muhammadiyah 3 Klaten Tengah. The action was carried out in the first semester of the Academic Year of 2015/2016. The use of role play was chosen since it provided opportunities for the students to get involved in speaking English. It helped to gain the students' confidence and make the students practice the language in real world context.

In addition, videos were also used as the input for the students. The researcher decided to use video as the input because video can give students realistic models to imitate for role-play. It can increase awareness of other cultures by allowing the students to look at situation far beyond their classroom, creation and motivation.

Furthermore, since role play could be done in pairs or groups, the students would learn speak without worry and they could naturally improve their ability in speaking. They could get advice and monitor their own language through the help of their friend during the role play. By doing this, they would not be afraid of making mistakes and they could improve their English.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research study was action research. This action research aimed to find a way to solve a problem related to the improvement of speaking skills of grade X Nursing class of SMK Muhammadiyah 3 Klaten Tengah. Also, there are various definitions of action research stated by some experts.

The first definition of action research comes from Carr and Kemmis. Carr and Kemmis (1986) in Burns (2010: 5) describe action research as a self-reflective analysis done by the participants aimed to improve the rationality and justice of their own educational practices, their understanding of these practices and the situations where these practices are performed.

The statement given by Carr and Kemis is supported by Burns. According to Burns (2010), by conducting action research, a teacher can gain more understanding about him or herself, the students, as well as the situation of the classroom, and it can encourage teachers to find solutions for their classroom issues.

Furthermore, Kemmis and McTaggart (1988) in Burns (2010) state that action research typically involves four broad phases in a cycle of research—planning, action, observation, reflection. The first cycle may become a

continuing spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. This model of action research is illustrated in Figure 1.2 to show its iterative nature.

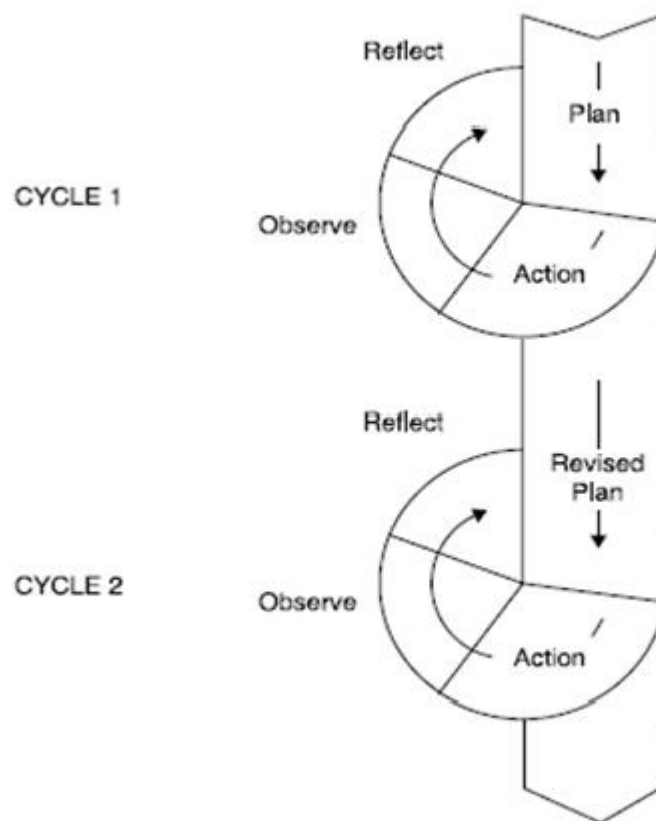


Figure 2: **Cyclical AR model based on Kemmis and McTaggart (1988)**

Finally, based on several definitions stated by some experts, it can be concluded that action research is any systematic inquiry undertaken by participants in a social situation (including education) which is directed towards greater understanding and improvement of practices in which those practices are carried out.

B. Research Setting

1. Time

The research study was carried out at the first semester of the Academic Year of 2015/2016, and can be seen on the schedule below.

Table 4: **Schedule of the Research**

No.	Observation	Pre-test	Cycle I		Cycle II	
			Act 1	Act 2	Act 1	Act 2
1.	Oct 24 th , 2015	Oct 29 th , 2015	Oct 30 th , 2015	Nov 5 th , 2015	Nov 6 th , 2015	Nov 12 th , 2015

2. Place

The research was conducted in SMK Muhammadiyah 3 Klaten Tengah which is located in Jombor Indah street, Buntalan, Klaten. This school provides three majors to choose, which are accounting, nursing, and office administration. There are also some facilities, such as a mosque, a library, parking areas for teachers and students, canteens, a hall and laboratories to support students' learning process.

However, all of the classes were not facilitated with an LCD projector. Whenever the teachers need an LCD projector for their teaching and learning activities, they have to take it from the teacher's room and use it in turns. The laboratories are also limited and small enough for students to do their practical works.

3. Subjects of the research

The subjects of the research were 22 female students who belong to class Nursing 1 of X grade Nursing Program. They were chosen as the subjects of the research based on the concern that they will use English more frequently. Furthermore, based on the interview with the teacher, the students in this class have high motivation to master speaking skill, but they feel so difficult to explore and express their ideas orally. Therefore, I chose them as the subjects of the research.

C. Data Collection Instruments

To collect the data, several instruments were used in the research. They were observation checklists, interview guidelines, speaking rubric, camera and recorder. Furthermore, the detail of the data collection instruments of this research can be seen on the table below.

Table 5: **Table of Data Collection Instruments and Techniques**

No.	Data	Instrument	Technique
1.	Teaching and learning process of SMK Muhammadiyah 3 Klaten.	Observation checklist Interview-guideline Field notes Camera Recorder	Observation Interview
2.	Students' performance	Pre-test Post-test	Test Interview

		Speaking rubric	
		Interview- guideline	
		Camera	
		Recorder	

D. Data Collection Techniques

Because the data in this research were in the form of qualitative and quantitative, the data were collected using some data collection techniques. The qualitative data were collected through observation and interview. Meanwhile, the quantitative data were collected by using a pretest and a posttest. The comparison of the pretest and the posttest score was used to know the improvement of the students' speaking skill. Furthermore, documentation was also used in this research.

1. Observation

Classroom observation was conducted at the first step of the research to find out what the real problem existing in the classroom teaching and learning process was. Observation checklists were used to gather the data. After that, an ongoing observation was also conducted during the research. Field notes were used to keep valuable information obtained during the observation processes, such as the teacher's teaching performances.

2. Interview

The interviews were performed to gain the information about the speaking teaching and learning process of SMK Muhammadiyah 3 Klaten Tengah. In planning the action, I interviewed the English teacher, as the collaborator, and we discussed what kind of activity that suited the students well.

The interviews with the students were also done before and after each meeting in both Cycle I and Cycle II. This helped to find the students' opinion of the teaching and learning processes. Furthermore, the interviews with the collaborator in the reflection phase were also done in order to evaluate the processes of the implementation of role play that had been done including the materials, activities, and all of the instruments needed in the research.

3. Tests

Two tests were conducted in this research study: a pre-test, a test conducted to know the students' speaking mastery level before the action, and a post-test, a test conducted at the end of every cycle. The tests were used to see whether or not there were improvements on the students' speaking skills after the actions.

Furthermore, both of the researcher and the teacher assessed the students' performance based on the speaking rubric. Next, the aspects in each test were compared to each other, and then analyzed to draw the

conclusion.

4. Documentation

In this research study, documentations were also used to collect the data. The data was in the form of photographs which showed how the teaching and learning process ran and recordings of the interviews.

E. Data Analysis Techniques

To analyze the data obtained qualitatively, the researcher adopted the process of analyzing data by Miles and Huberman (1994: 10-12).

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In this process, the researcher tried to reduce and transform the data so they can be made suitable to the discussions' topic of the implemented role play activities in the teaching speaking.

2. Data display

Data display is the second element of Miles and Huberman's model of qualitative data analysis. It is an organized, compressed assembly of information that permits conclusion drawing and action. The data that had been reduced were organized and compressed. In this step, the data were described in the form of text and were supported by a table to get an understandable result. The text was explained from

field notes and interview transcripts.

3. Drawing conclusion and verification

After reducing and displaying the data, the researcher was drawing conclusion and was doing verification. Drawing conclusion involves stepping back to consider what the analyzed data mean and to assess their implications for the existing questions. Moreover, verification involves revisiting the data as many times as necessary to verify the emergent conclusions.

In this last step, the researcher made some conclusions of her own research. Then, she verified her conclusion by doing a discussion with the collaborator of the research. This was done by looking from the students' performances, field notes, and interview transcripts.

Meanwhile, to analyze the quantitative data, the researcher compared the students' scores in the pre-test and post-test. The data were gained by applying inter-rater. Both of the researcher and the teacher scored the students' performance by implementing an analytical scoring. By comparing the students' scores in both tests, the researcher could see the improvements of students' speaking skills.

F. Research Validity and Reliability

According to Anderson *et al.* (1994) in Burns (1999: 161-162), there are five types of validity that can be used to evaluate the quality and the acceptability of the research. They are democratic validity, outcome validity,

process validity, catalytic validity, and dialogic validity.

1. Democratic validity

Democratic validity relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. To fulfill this validity, the researcher was having discussions with the English teacher as the collaborator. The collaborator was free to give opinions, thoughts and ideas related to the research.

The discussions were held at the end of Cycle I to evaluate the actions that had been implemented and to plan the next cycle. Moreover, the students were also involved in some interviews after each meeting. This was done to see their opinions and suggestions for the next actions.

2. Outcome validity

Outcome validity is referred to the successful results of the actions within the research context. The researcher was formulating some indicators that show the improvement of the students' speaking skills in order to fulfill this validity.

3. Process validity

This criterion raises questions about the 'dependability' and 'competency' of the research. To accomplish the process validity, both the collaborator and the researcher collected data by observing and taking notes during the research.

4. Catalytic validity

This validity is related to the extent to which the research allows the participants to deepen their understanding of the social realities of the context and their capability to make change within it. To fulfill this validity, the researcher tried to learn more about the realities in the English teaching and learning process of grade X Nursing class of SMK Muhammadiyah 3 Klaten Tengah.

5. Dialogic Validity

Dialogic validity parallels the processes of peer review which are commonly used in academic research in order to monitor the value of the research. To fulfill this validity, I did some discussions regarding the research findings with the collaborator, supervisor, and some students of English Education Department of Yogyakarta State University.

Moreover, in enhancing the trustworthiness of this research, several triangulation techniques were applied. They were time triangulation, investigator triangulation and theoretical triangulation. Time triangulation was used to see the factors that were involved in the change process. Then, the investigator triangulation was used to avoid the subjectivity by employing the English teacher, as the collaborator, to collect the data.

This research also applied theoretical triangulation that analyzed the data from more than one perspective. The researcher tried to see the

students' speaking ability through the aspects of grammar, pronunciation, vocabulary, comprehension, and fluency. Then, to ensure the reliability of the data, some genuine data were provided in the forms of field notes, interview transcripts, photographs and students' speaking scores.

Meanwhile, to know the result of the students' performance in speaking, the researcher used a speaking rubric. In using the rubric, the researcher used inter-rater. It means that there were two or more raters who evaluated the result of the students' speaking. By doing this, the reliability of the research could also be achieved. Furthermore, to make the quantitative data reliable, as it used a collaborator, the data were analyzed by using inter-rater reliability.

G. Research Procedure

According to Kemmis and McTaggart (1988) in Burns (2010: 7), action research occurs through a dynamic and complementary process which consists of five fundamental steps in a spiraling process. They are as follows:

1. Reconnaissance

In this step, the researcher tried to find out the real problems happened in the process of teaching and learning of English in SMK Muhammadiyah 3 Klaten Tengah by conducting a classroom observation. Besides, a pre-test and an interview with the English teacher, as the collaborator, and some students were also carried out to

gain the information about the students' speaking skills and their difficulties in speaking English.

2. Planning

After finding problems in the reconnaissance phase, the researcher planned the action. In this step, the English teacher and the researcher discussed the implementation of role play that will be used to solve the problems related to the students' speaking skills. Then, the course grid, the lesson plans, and all of the instruments needed in Cycle I were created to be implemented in the actions.

3. Acting

In this stage, the researcher implemented role play technique in the teaching and learning process of English for students of grade X Nursing programme in SMK Muhammadiyah 3 Klaten Tengah. The actions of Cycle I were conducted in two meetings.

4. Observing

As the researcher was teaching the students, the English teacher did the observation. In this step, together with the collaborator, the researcher observed and documented the students' activities during the teaching and learning process. Observation checklists were also used, and the data gained from this step were in the form of field notes.

5. Reflecting

After all actions of Cycle I were conducted, the researcher made a reflection on the implementation of the actions. The students and the collaborator were interviewed to find out whether there were improvements or not during Cycle I. After that, based on the result of the observations and the interviews in Cycle I, Cycle II was decided to be conducted to make significant improvements. The successful actions would be reapplied and the unsuccessful actions were improved in Cycle II.

6. Revised Plan

Based on the reflection of Cycle I, there was a new topic that would be implemented in Cycle II. The new topic was expressions of command and request. The course grid, the lesson plans and all of the instruments needed for the Cycle II that has been consulted with the collaborator were made. Furthermore, to encourage students to more actively participate in the teaching and learning process, the researcher planned to give rewards to those who were actively involved in the learning process.

7. Acting

The actions of Cycle II were also done in two meetings. In this cycle, a new topic was introduced, and the materials for the role play were materials that had higher range of difficulties from those in cycle

I.

8. Observing

Similar to Cycle I, the observation in Cycle II was also done by observing and documenting the English teaching and learning process in the classroom helped by the collaborator. Observation checklists were used to gain the data which were then written into field notes.

9. Reflection

The reflection stage was also conducted after all actions in Cycle II were done. It was conducted by interviewing the students in order to know about their feelings toward the actions. Besides that, the researcher also interviewed the English teacher, as the collaborator, in order to obtain the opinions and the suggestions. Finally, the result showed that significant improvements on the students' speaking skills were gained. Therefore, the research was considered to be successful and in this way the researcher ended the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. Reconnaissance

In this stage, the researcher carried out some activities that can be used to find out the field problems. First, a classroom observation on Oct 24th, 2015 was conducted to gather the information about the English teaching and learning process in class X Nursing programme of SMK Muhammadiyah 3 Klaten Tengah. The researcher came to the classroom and observed the English teacher in delivering the English materials to the students.

Second, some interviews were also done by the researcher on Oct 24th, 2015. The researcher interviewed the students in order to collect data about the students' perspective on the English class. Then, to find out the weaknesses as well as the suggestions related to the English teaching and learning process, the researcher did an interview with the English teacher.

After conducting classroom observation and interview, on Oct 29th, 2015, the researcher conducted pre-test to strengthen the findings. The pre-test was carried out to find out about the students' speaking skills; grammar, vocabulary, comprehension, fluency, pronunciation. The result of the pre-test showed that the students still lacked in their speaking skills.

During the pre-test, most students were still shy to perform their dialogue. It was seen that they were afraid of making mistakes, especially in

pronouncing some words. They hesitated in doing so since they were not sure how to pronounce them correctly. Lack of vocabulary also became a problem which prevents them from expressing what they intended to say. Furthermore, all of the students relied on their notes so it seemed that they just reading aloud the dialogues.

2. Identification of the Field Problems

The identification of the problems was based on the classroom observation, interview, and pre-test. The classroom observation was conducted on October 24th, 2015, and can be seen on the column below.

...After checking the students' attendance list, teacher asked the students to mention several jobs (doctor, teacher, and mechanics) in order to build their knowledge of the topic being discussed. Some students answered to the teacher orally. Most of their pronunciations were false. After that, the students are asked to listen and repeat after the teacher in mentioning some professions and their descriptions. Next, students are explained with the description of some jobs (Nurse, teacher, doctor, and farmer) and are asked to complete some missing words in their handbook guided by the teacher. However, most of the students still confused about the meaning of some words in their handbook. Then, the teacher asked them to check their dictionary. After explaining about Professions, the teacher came to the next topic which is Nationalities. Here, students did the listen and repeat activity related to Nationalities and are asked to mention someone's nationality and profession (Mr. Jokowi, David Beckham) in order to practice their pronunciation.

Besides Professions and Nationalities, the teacher also explained about the expressions used to ask someone's nationality and language. After that, together with the teacher, they completed some missing words in their handbook as the exercise. The students are also explained with the expressions used to ask someone's physical and non-physical appearances. Again, students did the listen and repeat activity related to physical and non-physical appearances and are asked to mention people based physical and non-physical appearances (Mr. Jokowi). Finally, students are asked to mention their parents based on the physical and non-physical appearances as their task. Because of the time limitation, only some students who are able to mention their parents' job to the teacher. They did not have enough chance to speak English in the class. Besides, they also laughed at a

classmate who made a mistake and made up something for fun in answering the teacher's questions. At last, as the bell rang, the teacher told the students about the next topic and closed the lesson by saying a prayer.

(Field note I—Appendix A)

From the field note above, it could be seen that there were less media and less opportunity for the students to practice their speaking. Even though the teacher had already done the listen and repeat activity, the students' involvement in the English teaching and learning process was still low. Mostly, the students just listened to the teacher's explanation and practiced their speaking only when the teacher asked them—whether to do the listen and repeat activity or to answer questions.

The activities conducted by the English teacher were also monotonous since most of the things that the students did were completing exercises on their handbook. The teacher used handbook as the only source of learning and used no media in teaching the students. Furthermore, since data could not be obtained only by doing the observation, a pre-test and an interview with the students and English teacher were conducted. From the interview, it could be known that most of the students had difficulties in vocabulary, pronunciation, grammar, and motivation. The English teacher admitted that it was hard to motivate the students to practice their English.

Based on the data collected from the classroom observation, interview, and pre-test, there were some problems identified in the English teaching and

learning process of grade X Nursing programme of SMK Muhammadiyah 3 Klaten Tengah. The findings are presented below

Table 6: Field Problems in the English Teaching and Learning Process of Grade X Nursing Programme of SMK Muhammadiyah 3 Klaten Tengah

No.	Field Problems	Codes
1.	Most students were not confident to speak English.	S
2.	Most students were afraid to make mistakes when they spoke English.	S
3.	The students were passive; most of the time, they simply listened to the teacher.	S
4.	The activities were monotonous.	Act
5.	There were no media presented.	Md
6.	The students lacked in vocabulary.	S
7.	The students had difficulties in pronouncing words.	S
8.	The students lacked in grammar.	S
9.	Only did few students bring dictionaries to the class.	S
10.	The students did not get enough opportunities to practice speaking English.	S
11.	The handbook's materials were less varied.	Md
12.	The activities were less encouraging to work in group.	Act
13.	The students were less motivated to be actively involved in the activities.	S
14.	There was less active speaking activity in the class.	Act
15.	The students liked to laugh at the other friends when they were performing in front of the classroom.	S
16.	The students liked to disturb the other friends during the class.	S
17.	The students were difficult to express what they intended to say.	S

S: Students

Act: Activities

Md: Media

3. The Selected Problems to Solve

As mentioned in the beginning of this study, the researcher helped by the collaborator focused on improving students' speaking skills by the use of role play. Therefore, the problems selected to be solved were based on the feasibility and the urgency level. Then, based on the identified field problems, the selected problems to solve are presented as follows.

Table 7: **The Selected Problems to Solve**

No.	Field Problems	Codes
1.	Most students were not confident to speak English.	S
2.	The activities were monotonous.	Act
3.	There were no media presented.	Md
4.	The students lacked in vocabulary.	S
5.	The students had difficulties in pronouncing words.	S
7.	The students did not get enough opportunities to practice speaking English.	S
8.	The handbook's materials were less varied.	Md
9.	The students were less motivated to be actively involved in the activities.	S

S: Students Act: Activities Md: Media

After deciding the field problems to solve, the researcher analyzed the field problems and the main causes. Regarding the selected field problems, there were three factors which affected the problems. Those were the students, the media and the activities in English teaching and learning process.

The first cause was the students. The students were reluctant to speak English since they thought it was difficult. The students were less confident in expressing their idea because they lacked vocabulary and had difficulties in pronouncing English words correctly. They often mispronounced some words and they were less motivated in participating in the classroom activities. Therefore, they tended to be passive in the teaching and learning process.

The second factor was related to the media. Media which can be used to attract students' attention was absent. This condition made the students got bored easily. Moreover, the materials used were only from the handbook which was less various. It made the students less interesting because the exercises in the handbook did not provide enough activities for the students to speak.

Last but not least, the next factor was related to the activities in teaching and learning process. Based on the classroom observation, the teacher tended to dominate the classroom. Almost all of the time, the students were listening to the teacher's explanation. Although there was a listen and repeat activity, it did not give enough time for the students to practice their English.

Furthermore, since most of the activities were taken from the handbook, they were likely to be individual tasks. The activities focused

more on writing and reading that make the students' opportunities to practice their speaking skills were rare.

4. The Implementation of Cycle I

a. Planning

In this phase, the researcher and the English teacher had a discussion to decide what actions to be implemented in Cycle I. The attempts focused on improving the students' speaking skills through the use of role play. During this planning session, the course grid, lesson plan and all of the materials needed were prepared. There were two meetings in Cycle I (on October 30th and November 5th, 2015), and the role play activities were included in each meeting as the main action. The reports of the implementation of role play in Cycle I were presented below.

1) First meeting

a) Material

In this section, the researcher planned to explain about expressions used to describe people based on their professions, nationalities, and physical appearances. Here, the researcher tried to provide some materials that were suitable with the students' programme of study and could improve their speaking ability. In addition, even though the students did not learn about adjective phrase yet, the researcher also assisted them to be familiar with it since it was used to describe people based on their professions, nationalities, and physical appearances.

The next plan that the researcher implied was giving daily worksheet to the students. The worksheet was consisted of some explanations and exercises needed by the students to improve their speaking ability. As we have already known earlier, the handbook that the teacher used to teach the students was less various. It did not provide enough activities for the students to practice their speaking. So, by giving daily worksheet that suitable with the students' need, the researcher expected that the students would understand the material easier and be more familiar with their future surrounding in English.

b) Media

In order to attract the students' interest, the researcher planned to use video. The video that would be used by the researcher was a real-world video. It consisted of some expressions used in describing someone's professions, nationalities, and physical appearances. Moreover, the researcher also planned to use power point to deliver the material. Based on the classroom observation before, the students bored as the English teacher did not use any media in her English teaching and learning activity. Therefore, by using power points that contained several interesting pictures related to the material, the researcher hoped that the students would be more interested in learning speaking English.

c) Activities

Vocabulary and pronunciation are parts of speaking skills that the students need to master in order to make a good communication. Because the students still lacked in those two aspects of speaking, the first activity that researcher planned to do was building their vocabulary and pronunciation

ability related to the topic. This action would be done in the building the context and modelling of the text phase since she used genre-based approach in English teaching and learning process.

Second, to make the students familiar with English, acting as a teacher, the researcher planned to use the classroom English during the teaching and learning process for all of the meeting in cycle I. The researcher planned to use English instead of Bahasa Indonesia in several situations. Those were in opening the lesson, leading a prayer, introducing the materials, giving the instructions of the activities or the tasks, giving feedback, and ending the lesson. However, the researcher realized that the students' ability in speaking English was still low. So, the researcher still used Indonesian in explaining the materials, giving instructions of the activities, and giving feedback in order to make the students understand.

Furthermore, the use of role play was aimed to provide fun activities for the students in improving their speaking skills. By introducing role play, the researcher wanted the students to play roles that correspond to the real need in their lives as a future nurse. So, in designing the role play, the researcher chose some activities that suitable for their surroundings. The researcher also introduced some vocabularies that were necessarily used for a doctor or a nurse when they are dealing with patients.

In applying role play for the students, firstly the researcher would explain the benefits of learning English through playing roles. Next, the

researcher would show them with the example of role play they will deal with in order to build the students' knowledge of the field. After that, the researcher would give the students some tasks that could help them produce their own dialogues. In this phase, the researcher still wanted to go around the classroom to help and assist the students in producing and practicing their dialogue before asked them to perform their role plays in pairs.

The fourth activity that the researcher planned to do was giving feedback on the students' performances during all meeting of Cycle I. The focus of the feedback covered several aspects of speaking skills such as grammar, vocabulary, comprehension, fluency, and pronunciation. Instead of merely telling them what their mistakes were, the researcher pointed out the positive aspects of their performances in order to improve their confidence and to reduce their fear of making mistakes.

2) Second meeting

a) Media

In order to make the students create the dialogue easier, the researcher provided some situations for the students. These situations were in the form of role play cards. So, before the researcher scored the students' performances, the researcher would ask each of the students to pick two cards consisting of their names and their role play cards.

b) Activities

Before continuing to the next phase of the English teaching and learning process of speaking, to remind the students' memory, firstly the researcher planned to review the last material through giving task. This was done in order to make the students understand the lesson better.

After reminding the students about the previous material, the researcher planned to score the students' performance in doing the role play. In the joint construction of the text, the students were asked to create their own dialogues consisting of some expressions used to ask people's nationality, job, and physical appearance. Then, as in the independent construction of the text phase, the students were asked to perform a role play that would be recorded by the researcher for scoring.

However, based on the classroom observation, the students tended to be passive and relied on their handbook. This situation happened because they did not get enough opportunities to practice their speaking from their teacher. By implementing role play, the researcher expected that the students would have enough opportunities to practice their English, be more confident, and able to work in pairs or groups instead of working individually.

b. Actions

The action was conducted two times on October 30th and November 5th 2015. While the researcher acted as the teacher in implementing the action, the English teacher acted as the collaborator to observe the teaching and

learning process. Besides filling the observation checklist at the back of the classroom, the English teacher also took pictures of the running of the teaching and learning process. The complete description of actions in Cycle I was presented below.

a) First meeting

On the first meeting, the topic was about describing people based on their professions, nationalities, and physical appearances. Because the researcher used genre-based approach in the teaching and learning process, to build the students' background knowledge of the topic, the researcher asked several questions to the students (e.g. When you go to the hospital and you see a person wearing white uniform with stethoscope on his neck, do you know what his profession is?).

Furthermore, to attract the students' attention and to give example for them related to the topic being discussed, the researcher showed a video. The video entitled My Family and consisted of some expressions needed by the students to learn completed with its subtitle. The researcher chose to use video because the researcher wanted the students to understand the material easier and be more familiar with the surrounding of their future career.

Moreover, in using video as the input for the students, the researcher did the pre-viewing, while-viewing, and post-viewing phase. In the pre-viewing phase, the researcher showed some of the pictures of the video to the students and asked them to guess what the video was about. Next, in the

while-viewing phase, the researcher asked the students to collect information as much as possible. The students had to try and collect as much information as they could about what they have seen. Finally, in the post-viewing phase, the researcher asked the students to answer some questions related to the video and report their answers to the class. This action was aimed to build the students' vocabulary and pronunciation ability.

After showing the video to the students, the researcher showed the students with the material through slides power point. In this meeting, besides presenting about expressions used to ask someone's profession, nationality, and physical appearance, the researcher also guiding the students to be familiar with adjective phrases. However, because the students had got the same material in the previous meeting, the researcher focused on drilling the students' pronunciation through listen and repeat activity.

Next, in the joint construction of the text, the researcher then asked the students to arrange a simple conversation using the given expressions in order to make them practice their speaking. The researcher also showed a dialogue to the students and asked them to answer some questions based on it in order to check their understanding.

Moreover, the use of role play was also introduced in the last task. The students worked in pairs and made a dialogue using the given expressions. Then, before performing their role play, the students were given a worksheet

by the researcher. The use of the worksheet was to enrich the students' vocabulary.

As the students worked on the tasks of the worksheet, the researcher moved around the class to check their work; in case some of them had difficulties in doing the task. After that, together with the students, the researcher discussed the answers of the tasks. The researcher also explained the rules of the role play before asking the students to perform the dialogue in front of the classroom.

Unfortunately, none of them raised their hands. They were not confident enough to be a volunteer and too shy to perform in front of the class. At last, since it took much time to wait for them to volunteer, the researcher called some names randomly to do the role play in front of the class. The researcher also did not forget to give general feedback about the performance and to motivate the students that it was alright to make mistakes.

b) Second meeting

The second meeting was implemented on November 5th, 2015. In this meeting, the researcher planned to do the scoring. However, before doing the scoring, firstly the researcher reviewed the previous materials in order to remind the students by giving a task. The task was about asking the students to create a simple dialogue based on their own situation related to the previous lesson and practice it with their partner. This action was done in

order to give the students enough time to practice their speaking.

Then, after finished in practicing their speaking, the students worked on the next task. This time, each of the students were asked to pick two paper consisted of their names and the role play cards. The purpose of this action was to make the students did not get the same partner and situation all the time.

Furthermore, after each of the students got their cards, they worked with their pairs and discussed a certain topic that they took. The researcher gave 35 minutes for the students to create and practice the dialogue before perform it in front of the class. The researcher also tried to help the students by correcting their wrong vocabulary, pronunciation, and grammar. Finally, when the students were ready, the researcher called the name of the students randomly and recorded their performances.

Moreover, the researcher also did not forget to give feedback before closing the lesson. The researcher did not only give feedback as the students performed in front of the classroom but also gave it individually. It was done while the researcher moved around the class to check the students' works. By doing so, the students could gain self-confidence and brave enough to perform in front of the classroom.

c. Observation

The observation was done during the researcher implemented the action both on the first meeting and on the second meeting. The detailed of the observation can be seen below.

a) First meeting

During the first meeting, in order to attract the students' interest, the researcher used video to give example related to material being taught to the students. In this phase, the researcher did the pre-viewing, while-viewing, and post-viewing activity in order to build the students' vocabulary and pronunciation ability.

Furthermore, after showing the video to the students, the researcher presented the material through slides power point. To give more chance for the students to practice their English and deepen their understanding, the researcher asked them to create simple dialogues and answer some questions related to the dialogue given by the researcher. However, this time the researcher was more focused on drilling the students' pronunciation because they had got the similar material (KD 1.2) in the previous meeting.

The use of role play was also introduced by the researcher on the first meeting of cycle I. Before the students were asked to perform the role play, the researcher gave the students worksheet that can be used to help them in creating their role plays. This action can be seen on the field note below.

...Next, the writer introduced role play to the students. However, before the students did role play, the students are asked to complete some missing word in the column of type of professions in order to enrich their vocabulary and practice the pronunciation by checking in the dictionary...

(Field note 3—Appendix A)

Even though the students needed more time in creating their dialogue and still too shy to perform in front of their friends, they seemed to enjoy the role play in the classroom. The following interview transcript showed that the students enjoyed learning through the use of role play.

Observer	: Halo dek. Menurut kamu pembelajaran bahasa Inggris kita hari ini gimana?
Student	: Nyenengin Miss. Aku gak ngantuk jadinya.
Observer	: Trus tadi kamu paham gak dek sama materi yang Miss Indah jelasin?
Student	: Paham Miss. Aku jadi lebih tau sekarang caranya nanya sama ngasih tau tentang pekerjaan, kebangsaan maupun ciri-ciri fisik seseorang.
Observer	: Bagus dek. Trus kamu suka gak tadi sama role play yang Miss Indah kenalkan?
Student	: Suka banget Miss. Biasanya kita gak pernah role play kaya gitu. Kalau tadi kan aku jadi bisa bebas bikin dialognya. Berasa artis.
Observer	: Oke dek, makasih ya.
Student	: Iya Miss.
(Interview 5—Appendix B)	

b) Second meeting

On the second meeting, the researcher did the scoring. This time, in order to remind the students' memory of the previous lesson, the researcher gave the students a task. The task was about asking them to create a dialogue related to the previous lesson and practice it with their partner. Then, after the students were reminded of the previous lesson, the researcher asked them to pick two cards consisted of their names and role play cards.

However, fortunately the researcher needed more time in guiding the students to do the role play. The students still difficult in creating their dialogue that made the researcher had to assist and give them more time

again. It could be seen that there was a problem with the time management. Furthermore, the researcher still used bilingual communication to make the students got more understanding in this meeting. She sometimes used Indonesian in giving instruction and discussing the tasks. This action can be seen on the field note below.

On the second meeting, the writer planned to do the scoring. Firstly, after the writer greeted the students and opened the class by saying a prayer, the writer tried to remind the students with the previous lesson. The writer asked the students some questions such as, “What will you say when you want to ask my nationality?” “Apa yang akan kalian katakan kalau ingin menanyakan kebangsaan Miss Indah?” Then some students answered, “What is your nationality, Miss?” After that, the writer also asked some students to have a dialogue with his friend talking about profession, nationality, and physical appearance and perform it in front of the class.

(Field note 4—Appendix A)

d. Reflection

After implementing the actions, the researcher and the collaborator reflected on the actions that had been done in cycle I in order to do the evaluation. The discussion was done based on the observations in the English teaching and learning process, the post-test and the interviews with the students and the English teacher as the collaborator. The results of the reflection of actions that had been implemented in cycle I were described below.

1) First meeting

a) Material

In this meeting, the researcher and the English teacher did not get any significant difficulties in presenting the material since the students had got the similar material in the previous meeting. The students could understand the researcher's explanation about describing people based on their professions, nationalities, and physical appearances in the form of sentences and dialogues. The reflection was made based on the classroom observation and interview with the students. They understood with the researcher's explanation and enjoyed the English teaching and learning processes.

Moreover, in order to help the students to learn the materials and do the role play easier, the researcher provided worksheet on the first meeting of Cycle I. The worksheet consists of some explanations and exercises needed by the students to improve their speaking ability.

By having this worksheet, the students were able to create their own dialogue for role play. In addition, the tasks of the worksheet were tasks that suitable with the students' programme of study which is nursing. It could help the students in selecting the proper vocabularies that they need to express what they intended to say. The students could focus on the researcher's explanation instead of being busy taking notes since all the materials were already provided in the worksheets. The action can be seen on the field note below.

... Next, the writer introduced role plays to the students. However, before the students did role play, the students are asked to complete some missing word in the column of type of professions in order to enrich their vocabulary and practice the pronunciation by checking in the dictionary. Finally, the students practised the role play. The writer also recorded some students in practising the role play. When the bell had rang, the writer closed the lesson by saying a prayer and told the students about the next topic.

(Field note 3—Appendix A)

b) Media

The use of video, pictures, and power point were successful in attracting the students' interest toward the material. By watching the video, the students could get a good input since video could give students realistic models to imitate for role play. It could help them see how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. In addition to that, the students could also practice their pronunciation and deepen their comprehension during doing the question and answer activity. The action can be seen on the field note below.

...Then, the writer showed a video to the students. The video was about "My Family". It consisted of some expressions used to describe someone's profession, nationality, and physical appearance. While they were watching the video, the students were asked to analyze it. The students tried to observe the expressions appeared on the video.

... After the writer did question and answer to the students, the writer showed the students with the material through slides power point. Because the students had got the same material in the previous meeting (KD 1.2), so the teacher explained the material in a flash and did listen and repeat more in order to practice students' pronunciation.

(Field note 3—Appendix A)

c) Activities

The implementation of building the students' vocabulary and pronunciation ability through tasks was generally successful in improving their speaking skills and involvement. Most of them were actively engaged in the activities. By asking the students some questions related to the topic, their vocabulary and pronunciation had improved.

Then, the implementation of classroom English was also successful in improving the students' speaking skill and familiarizing them with English words since the students answered in English when the researcher asked questions in English. When the students were showed with a video related to the topic being discussed, and were asked to answer some questions related to the video, the researcher had increased their opportunity to speak English in the classroom.

The students could also improve their communication ability when they were having discussion with their friends. However, at times some students still hesitated and shy to speak. In case they did not understand the researcher's explanation, the researcher repeated the explanation in Indonesian to make them understood well. The researcher always tried to use English as much as possible since the way the teacher used the language could influence the students in using the language.

Furthermore, during the first meeting of Cycle I, the researcher introduced role play as one of the activities done in the class. The use of

role play was not successful enough in improving students speaking skill since there were some students who did not understand and looked confused when the researcher explained about it. They were too shy to speak and only read their script without using any body language in front of the classroom.

Moreover, the students still missed in pronouncing some words. There were also some students who made some mistakes and spoke reluctantly because they did not get used with the role play activity. However, based on the interview that the researcher did with some students, the use of role play could attract their interests in learning English. The students more active in participating in the English teaching and learning process even they still made errors and mistakes in their grammar and pronunciation. The evidence can be seen on the interview transcript below.

...	
Observer	: Bagus dek. Trus kamu suka gak tadi sama role play yang Miss Indah kenalkan?
Student	: Suka banget Miss. Biasanya kita gak pernah role play kaya gitu. Kalau tadi kan aku jadi bisa bebas bikin dialognya. Berasa artis.
Observer	: Oke dek, makasih ya.
Student	: Iya Miss.

Interview 5—Appendix B

Another action that the researcher had done during the first meeting of Cycle I was giving feedback on the students' performances. In general, this action was successful in improving their pronunciations. Besides pronunciations, giving feedback was also focused on the students' grammar and vocabulary choices.

The feedback was given as the researcher observed the students in performing their dialogues. Usually, the one who asked the researcher to check their works willingly came forward to perform the dialogue. It showed that giving feedback was helpful to reduce the students' anxiety and fear of making mistakes. It was also effective to help them improve their confidence.

2) Second meeting

a) Media

The decision of giving role play card for the students was the good one. By providing some situations for the students, the researcher could help them in creating their imagination. To help the students in creating their dialogue, the researcher provided six different roles for the students to choose. In this phase, the researcher also asked the students to pick the name of their partners randomly so that they could work with the different partner. It can be seen on the field note below.

...Next, the writer showed the students with the role play cards and asked them to pick one each. The writer told the students about what they should do with it. Because the students have to pick it randomly, so their partners are different from the one on pre-test. After that, the writer gave 35 minutes for the students to create and practice the dialogue based on their role play card and then perform it in front of the class. The writer also tried to help the students by correcting their wrong vocabulary, pronunciation, and grammar. When the students were ready, the writer called the name of the students randomly and recorded their performances. Finally, the writer gave some feedbacks, told the next topic to them, said thanks and closed the class by saying a prayer.

(Field note 4—Appendix A)

b) Activities

The implementation of classroom English was also implemented on the second meeting of Cycle I. It was successful in improving the students' speaking skill and familiarizing them with English words since the students answered in English when the researcher asked questions in English. As mentioned before, a dialogue or conversation is very important because students need to speak as much as possible. However, since there were some students who still did not understand when the researcher spoke in English, the researcher used bilingual language in giving instructions and discussing some of the tasks. It can be seen on the field note below.

On the second meeting, the writer planned to do the scoring. Firstly, after the writer greeted the students and opened the class by saying a prayer, the writer tried to remind the students with the previous lesson. The writer asked the students some questions such as, "What will you say when you want to ask my nationality?" "Apa yang akan kalian katakan kalau ingin menanyakan kebangsaan Miss Indah?" Then some students answered, "What is your nationality, Miss?". After that, the writer also asked some students to have a dialogue with his friend talking about profession, nationality, and physical appearance and perform it in front of the class.

(Field note 4—Appendix A)

Besides that, by reviewing the previous material—describing people based on their professions, nationalities, and physical appearances—the students' knowledge was reminded. The task that the researcher gave to the students could make them created a better dialogue for the role play.

Furthermore, the action of scoring and giving feedback to the students were successful that could motivate the students to give their best

performance during the scoring. In this activity, the students were asked to pick two papers consist of their names and role play cards. The purpose of this action was to make the students not relied on the same partner and on the same situation all the time. In addition, even though there were no significant improvements yet, giving feedback was helpful to reduce the students' anxiety and fear of making mistakes. It was also effective to help them improve their confidence so that they could have better performances in doing the role play.

5. The Implementation of Cycle II

a. Planning

From the reflection of the previous cycle, it showed that the use of role play gave no great improvement of students' speaking skills in terms of pronunciation, vocabulary, grammar, fluency, and comprehension. The students still relied on their notes and spoke reluctantly. Dealing with those problems, the researcher had a discussion with the collaborator to determine what actions to be applied in Cycle II.

Based on the discussion, we decided to conduct Cycle II in two meetings. They were on November 6th and November 12th, 2015. The actions applied in Cycle I were continued in Cycle II with some improvements. Similar to Cycle I, the researcher also made a course grid, lesson plan, and all of instruments needed for the Cycle II. The plans of Cycle II were briefly presented below.

1) First meeting

a) Material

On the first meeting of Cycle II, the researcher planned to explain about expressions of giving command and request. Similar to Cycle I, the prepared materials were the materials that suitable with the students' needs. The expressions that were given to the students also had been made as specific as possible to their future surrounding as a future nurse.

Furthermore, the researcher gave worksheet to the students during this cycle. The worksheet was talking about visiting the doctor. So, if on the previous cycle the worksheet was simply assigned the students to ask and answer about someone's profession and origin, this worksheet was a little bit harder. This time, the students were introduced with some symptoms of diseases through filling in some missing column before giving advice or command to their partner. The students should be able to analyze their partner's problems in order to give the correct advice. By doing this, it was expected that the students were able to deal with the situations they might encounter in their future career as a nurse.

b) Media

Similar to Cycle I, the researcher planned to use a real-world video and power point for this cycle. The video was used as input for the students and the power point was used to deliver the material to the students. Even though the media were as same as the media in Cycle I, there were some differences in this cycle. This time, the video that the researcher used was used real

person as the actors and was not provided by its subtitle. The researcher wanted to improve the students' speaking skill by raising the level of difficulties a step ahead. By giving this video, the researcher hoped that the students could understand the material given without always relied on the subtitle.

c) Activities

During the first meeting of Cycle II, the researcher wanted to reapply the activities done in Cycle I. The first activity was drilling the students' pronunciation and vocabulary through the listen and repeat activity. Then, the researcher also still wanted to apply the use of bilingual communication during all meeting of Cycle II.

Furthermore, the use of role play would also be introduced on the first meeting of Cycle II. Similar to Cycle I, the use of role play was used to make the students be able to play roles that correspond to the real need in their lives as a future nurse. However, in this cycle, the researcher wanted to make the students be able to perform the role play without looking at their notes. Then, feedback on the students' performances would be given during all meeting of Cycle II.

2) Second meeting

a) Media

Just same as the previous cycle, in order to make the students be able to create their dialogues, the researcher provided some situations for the students in the form of role play cards. So, before the researcher scored the students'

performances, the researcher would ask each of the students to pick two cards consisting of their names and their new role play cards.

b) Activities

In the second meeting of Cycle II, the researcher still wanted to review the last material through giving task for the students. In the joint construction of the text, the students were asked to create their own dialogues consisting of some expressions used to express command and request. Then, as in the independent construction of the text phase, the students were asked to perform a role play that would be recorded by the researcher for scoring.

b. Action

1) First meeting

On the first meeting, the topic was about expressions of command and request. To build the students' background knowledge of the topic, before showing the video, the researcher asked several questions to the students (e.g. When you want to ask something to others, what should you say?).

The video that the researcher used as the input in this cycle entitled The Doctor and The Patient. It consisted of some expressions of giving command and request without its subtitle. The researcher chose to use this video because the researcher wanted the students to move one step ahead in improving their speaking skills. The researcher wanted the students to understand the material easier and be more familiar with the surrounding of their future career without always relied on subtitle.

Moreover, in using video as the input for the students, the researcher also did the pre-viewing, while-viewing, and post-viewing phase in this cycle. In the pre-viewing phase, the researcher showed some of the pictures of the video to the students and asked them to guess what the video is about. Next, in the while-viewing phase, the researcher asked the students to collect information as much as possible. The students have to try and collect as much information as they could about what they have seen. Finally, in the post-viewing phase, the researcher asked the students to answer some questions related to the video and report their answers to the class. This action was still applied in order to build the students' vocabulary and pronunciation ability.

After showing the video to the students, the researcher showed them with the material through slides power point. In this meeting, the researcher still more focused on drilling the students' pronunciation through listen and repeat activity. This action was done because the collaborator suggested that the students need to drill their pronunciation more. Therefore, in explaining the material to the students, the researcher focused on showing and practicing the expressions needed by the students in expressing command and request.

Next, the researcher then asked the students to arrange a simple conversation using the given expressions in order to make them practice their speaking. The researcher also showed a dialogue to the students and asked them to answer some questions based on it in order to check their understanding.

Moreover, the use of role play was also introduced in this meeting. After doing the exercise on the worksheet, the students worked in pairs and made a dialogue using the given expressions. As the students worked on the task of the worksheet, the researcher still kept moving around the class to check their work; in case some of them still had difficulties in doing the task. After that, together with the students, the researcher discussed the answers of the task. This time, before asking the students to perform the dialogue in front of the classroom, the researcher explained the rule of the role play using Bahasa Indonesia in order to make the students understand.

Fortunately, the students could understand how to do the role play and started to active in doing the role play. The students seemed to be more enjoying the activity and gaining their confidence. However, because in the previous cycle the students still relied on their text, this time, the researcher tried to make them perform their dialogue without looking at their notes. It was challenging to motivate them not to rely on their notes since the students worry that they would make mistake without looking at their notes.

To overcome this problem, the researcher kept motivating them and said that it was okay not to do the role play as same as their notes. The researcher gave more time for them to practice the dialogues without looking at their notes. Finally, after the students finished in practicing their role play, there were two students who willingly came forward the classroom to practice their role play. Then, the researcher gave feedbacks to the students and

motivated them to do better and continue their hard work before closing the lesson.

2) Second meeting

The second meeting was implemented on November 12th, 2015. The activities that the researcher implemented were as same as in Cycle I. The difference was that the students had to perform the role play as good as they could without looking at their notes. Before doing the scoring, the researcher reviewed the previous materials in order to remind the students related to the last lesson by giving a task. The task was similar to the task in Cycle I which was asking the students to create a simple dialogue based on their own situation related to the previous topic and practice it with their partner. This was done in order to give the students more time to practice their speaking.

Then, after they finished in practicing their speaking, the students were asked to pick two paper consisted of their names and the role play cards. This time, the students would get the new situation and the new partner.

Furthermore, after each of the students got their cards, they worked with their pairs and discussed a certain topic that they took. The researcher gave 45 minutes for the students to create and practice the dialogue before perform it in front of the class. At this stage, the researcher just observed the students and tried to give limited help to the students. The researcher wanted to know the range of the students' speaking ability when they did not get many helps from the researcher. Finally, when the students were ready, the researcher called the name of the students randomly and recorded their

performances.

At the end, the researcher gave feedback to the students before closing the lesson. The researcher gave feedbacks for the students in terms of their pronunciation, comprehension, grammar, choice of vocabulary, and fluency. The researcher also kept motivating the students to always active and throw away their worry when learning to speak English.

c. Observation

1) First meeting

During the first meeting, the researcher still used video as the input and power point to deliver the material to the students. While showing the video, the researcher did the pre-viewing, while-viewing, and post-viewing activity in order to build the students' vocabulary and pronunciation ability.

Furthermore, to give more chance for the students to practice their English and deepen their understanding, the researcher asked them to create simple dialogues and answer some questions related to the dialogue given by the researcher. However, as suggested by the collaborator, the researcher was kept focusing on drilling the students pronunciation through listen and repeat activity. This action was done because the researcher and the collaborator thought that the students still need to enrich their vocabulary and practice their pronunciation more.

Moreover, the use of role play was also introduced by the researcher on the first meeting of cycle II. Before the students were asked to perform the role play, the researcher gave the students worksheet that can be used to help

them in creating their role plays. Also, in order to make the students more understand about the rules of the role play, the researcher gave more time for them to create and practice their dialogue. During this stage, the researcher was trying hard to motivate the students to not always relied on their not during performing the role play. This action can be seen on the field note below.

...Next, the writer introduced the new role play activity to the students. Similar to the previous meeting, before the students did role play, the students are asked to complete some missing word in the column of type of symptoms and advices in order to enrich their vocabulary and practice the pronunciation by checking in the dictionary. However, the students had to be able to perform their dialogues without looking at the text this time. It was quite difficult to ask them in doing role play without the text, but the writer always tried to motivate them. Finally, the students practised the role play without the text and the writer recorded some of them...

(Field note 5—Appendix A)

2) Second meeting

On the second meeting, the researcher did the scoring. The activities implemented in this cycle were similar to the previous cycle. Firstly, by asking some questions and giving the students a task, the researcher reviewed the previous lesson in order to remind the students' memory of the previous lesson. The task was about asking them to perform their previous dialogues without looking at the texts. After that, the researcher asked them to pick two cards consisted of their names and the new role play cards.

If in the previous cycle the researcher had a problem related to the time management, the researcher gave more time for the students to create and

practice their dialogue to solve it. Moreover, the researcher also focused on motivating the students to get rid of their texts in performing their role play.

The action could be seen on the field note below.

On the second meeting, the writer planned to do the scoring again. After the writer greeted the students and opened the class by saying a prayer, the writer tried to remind the students with the previous lesson. The writer asked some of the students to perform their previous dialogue without the text. The writer tried to push the students to be able in speaking English with the correct pronunciation without looking at the text. Some students still felt that she would never be able to make it such as Khusnur. She said, "Ah Miss, aku gabisa kalau gak pake teks" (*I cannot do it without my text, Miss*). Then, The writer told her, "Dicoba dulu dek. Coba teksnya yang singkat-singkat aja. Pasti nanti bisa." (*Try it first. Try to make the simple diologue. I believe that you will be able to make it*). After practised, practised, and practised, finally the students were able to do the role play without looking at the text.

Next, the writer showed the students with the new role play cards and asked them to pick one each. The writer told the students about what they should do with it. After that, the writer gave 30 minutes for the students to create the dialogue based on their role play card and 15 minutes to do the preparation. While the students made their dialogue, the writer guided them. The writer assisted the students in correcting their pronunciation and grammar. When the students were ready, the writer called the name of the students randomly and recorded their performances. Finally, the writer gave some feedbacks to them, said thanks and closed the class by saying a prayer.

(Field note 6—Appendix A)

d. Reflection

After implementing the actions in Cycle II, the researcher and the collaborator did the reflection. The results of the reflection of actions that had been implemented in cycle II were described below.

1) First meeting

a) Material

During this meeting, the researcher and the English teacher could present the material of expressing command and request well. The students could understand the researcher's explanation about how to ask a request and give a command by the help of the video. They could understand with the researcher's explanation and enjoy the English teaching and learning processes.

Moreover, in order to help the students to learn the materials and do the role play easier, the researcher provided worksheet on the first meeting of Cycle II. The worksheets consist of some exercises suitable with the students' need to improve their speaking ability. By having this worksheet, the students were able to create their own dialogue for role play. They could also be more familiar with a situation they may encounter in the future as a nurse. The action can be seen on the field note below.

...Next, the writer introduced the new role play activity to the students. Similar to the previous meeting, before the students did role play, the students are asked to complete some missing word in the column of type of symptoms and advices in order to enrich their vocabulary and practice the pronunciation by checking in the dictionary.

(Field note 5—Appendix A)

b) Media

The use of video and power point were successful in making the students understand the material easier. When the students were showed with

a video related to the topic being discussed, the students were enthusiastic since there were the real people as the actors and no subtitle. Besides that, by doing some question and answer related to the video being showed, the students could practice their pronunciation and deepen their comprehension. The evidence can be seen on the interview transcript below.

Observer	: Gimana menurut kamu pembelajaran kita hari ini dek? Bisa dipahami gak?
Student	: Nyenengin Miss. Bisa kok. Tadi tentang command sama request kan?
Observer	: Iya dek. Menurut kamu enakan pertemuan hari ini apa pertemuan pas di materi kita yang sebelumnya?
Student	: Sama-sama enak sih Miss. Tapi aku lebih suka tadi. Soalnya contoh videonya pake orang langsung. Jadi aku bisa lebih mudah memahaminya.
Observer	: Kira-kira kalau besok Miss Indah minta kamu role play udah harus bisa lepas dari teks bisa belum dek?
Student	: InsyaAllah udah bisa Miss.
Observer	: Oke. Makasih ya dek.
Student	: Sama-sama Miss
Interview 11—Appendix B	

c) Activities

The implementation of building the students' vocabulary and pronunciation ability through task during Cycle II were also generally successful in improving their speaking skills and involvement. By asking the students some questions related to the topic that would be discussed, their vocabulary and pronunciation had improved.

Then, the re-implementation of classroom English was also successful in improving the students' speaking skill and familiarizing them with English

words. The students could also improve their communication ability when they were having discussion with their friends. In this cycle, the students seemed to be more active and easy in using classroom English. They could speak more casual with each other during the lesson.

Furthermore, during the first meeting of Cycle II, the researcher introduced role play again. The motivation that the researcher gave was successful in making the students more confident in performing the role play without looking at their texts. Moreover, the feedback and the additional time that the researcher gave also very useful for the students to create and practice their dialogue. The feedback was used by the students to check the quality of their dialogue for role play. The action can be seen on the field note below.

...the writer introduced the new role play activity to the students. Similar to the previous meeting, before the students did role play, the students are asked to complete some missing word in the column of type of symptoms and advices in order to enrich their vocabulary and practice the pronunciation by checking in the dictionary. However, the students had to be able to perform their dialogues without looking at the text this time. It was quite difficult to ask them in doing role play without the text, but the writer always tried to motivate them. Finally, the students practiced the role play without the text and the writer recorded some of them. When the bell had rang, the writer closed the lesson by saying a prayer and told the students about the next activity.

(Field note 5—Appendix A)

2) Second meeting

a) Media

The decision of giving role play card for the students during the second meeting of Cycle II was successful in helping the students to perform their role play. By kept providing different situations for the students, the researcher could help them in expanding their imagination. The researcher could help the students to be able to have a good work with different types of partners in their lives. This evidence can be seen on the interview transcript below.

Observer	: Dek Wahyuni, Miss Indah mau tanya. Menurut kamu dari pre-test sampai sekarang pembelajaran kita yang pake role play ini gimana?
Student	: Menurut aku seneng, asik, nyenengin lah.
Observer	: Terus kamu merasa ada yang bertambah gak di kemampuan bahasa Inggris kamu?
Student	: Iya. Aku ngomongnya bisa lebih baik lagi. Vocabnya juga nambah.
Observer	: Merasa lebih PD gak dek kalau berdialog pake role play?
Student	: Iya. Kalau dulu masih susah, tapi sekarang udah bisa lebih mudah.
Observer	: Terus kalau kedepanya Bu Tari menggunakan role play di pembelajaran bahasa Inggris kamu setuju gak?
Student	: Setuju aja sih.
Observer	: yaudah, makasih ya.
Student	: Iya.

Interview 14—Appendix B

b) Activities

The implementation of classroom English was implemented on the second meeting of Cycle II. It was really successful that the students could improve their speaking skills since they started to speak English more casual

with their friends. They did not reluctant again. However, since there were some students who still found it quite hard to speak in English, the researcher used Bahasa Indonesia to make them understand.

Besides that, by reviewing the previous material, the students' knowledge was reminded. The task that the researcher gave to the students could make them have many chances to practice their pronunciation. Furthermore, similar to the previous cycle, the action of scoring and giving feedback to the students were successful in motivating the students to give their best performance during the scoring. The feedback and motivation that the researcher gave also kept rising the students confidence in speaking English. It action can be seen on the field note below.

Next, the writer showed the students with the new role play cards and asked them to pick one each. The writer told the students about what they should do with it. After that, the writer gave 30 minutes for the students to create the dialogue based on their role play card and 15 minutes to do the preparation. While the students made their dialogue, the writer guided them. The writer assisted the students in correcting their pronunciation and grammar. When the students were ready, the writer called the name of the students randomly and recorded their performances. Finally, the writer gave some feedbacks to them, said thanks and closed the class by saying a prayer.

(Field note 6—Appendix A)

Based on the reflections of Cycle II, all actions were successful in improving the teaching and learning process of speaking. Then, as the aim of research was achieved and because of the time limitation, the collaborators and the researcher agreed to end the research in this cycle.

B. Discussions

As the final reflection, the writer and the collaborator discussed the result of the research. They made a conclusion that role play can be the effective way to help the students in improving their speaking skills. This proved the theory proposed by Brown (2004: 174) that role play gives students opportunities to be creative and permits them to have a rehearsal time which has effect of lowering their anxieties. Therefore, after the result of the last cycle showed a good improvement in the students' speaking skills, the researcher and the collaborator decided to end the research. It can be seen from these data:

1. Qualitative data

The qualitative data could be inferred from the observations during the teaching and learning process and the interviews with the students and the collaborator both in Cycle I and Cycle II. Those data gave significant result of this result. The following are the explanation of the two cycles.

a. The design of action in Cycle I

In the first meeting, before implementing role play, the researcher used video as the input and power point to deliver the material to the students. This action was successful enough in attracting the students' interest toward the material being taught since video can give students realistic models to imitate for role-play. It increased awareness of other cultures by allowing the students to look at situation far beyond their classroom. Also, by using power point that contained simple materials and many interesting pictures,

the students were able to expand their creation and increase their motivation.

Furthermore, the actions of giving daily worksheet that suitable with the students' need and using classroom English were also successful in improving the students' speaking skill in terms of grammar and pronunciation. The students could understand the material easier and practice their speaking using the situation they might encounter in their future career as a nurse.

Meanwhile, the use of role play seemed not really successful in this cycle. The students still confused and did not understand about the rules of the role play. They also spoke reluctantly and always relied on their texts during performing their role play. However, even though the students still found it quite difficult to do the role play, they enjoyed to do the role play in the classroom.

b. The design of action in cycle II

In Cycle II, the researcher continued the actions that had been implemented in the previous cycle. To overcome the problem arose in Cycle I, there were some changes in the actions. First, because the students still confused about the rules of the role play during the previous cycle, the researcher used bilingual communication in explaining and giving direction to them. The researcher also showed the students with a video that used real people as the actors without any subtitle. Even though not all students could understand the video, most of them said that by using real people as the model, it was easier for them to catch the meaning.

Furthermore, in order to make the students not to rely on their note during doing their role play, the researcher kept motivating them and gave more time for the students to create and practice their dialogue. These actions were very successful because the students could gain their confidence and perform a better role play during the scoring.

Overall, all of the actions implemented in this cycle could run well. The students looked happy and enjoyed the activities during the teaching and learning process because by giving various situations for the role play, the researcher gave a new atmosphere in their classroom. This condition was suitable with the theory stated by Ladousse (1987) that role play is a very useful dress rehearsal for real life and helps many shy students to speak out by providing them with a mask.

2. Quantitative data

The quantitative data were acquired from the pre-test and post-test of the five speaking skills aspects. Here, the researcher categorized the students' speaking skills into five criteria namely very good, good, moderate, poor, and very poor.

The researcher conducted the pre-test on October 29th, 2015 and conducted the post-test on November 12th, 2015. To assess the students' speaking skills both in pre-test and post-test, the researcher used a speaking rubric that had been consulted with the collaborator and the supervisor. The rubric involved of five aspects of speaking, such as grammar, vocabulary, comprehension, fluency, and pronunciation. The students' speaking scores in

the pre-test and post-test could be seen in Appendix G, and the summary of the students' score in pre-test can be seen in the chart below.

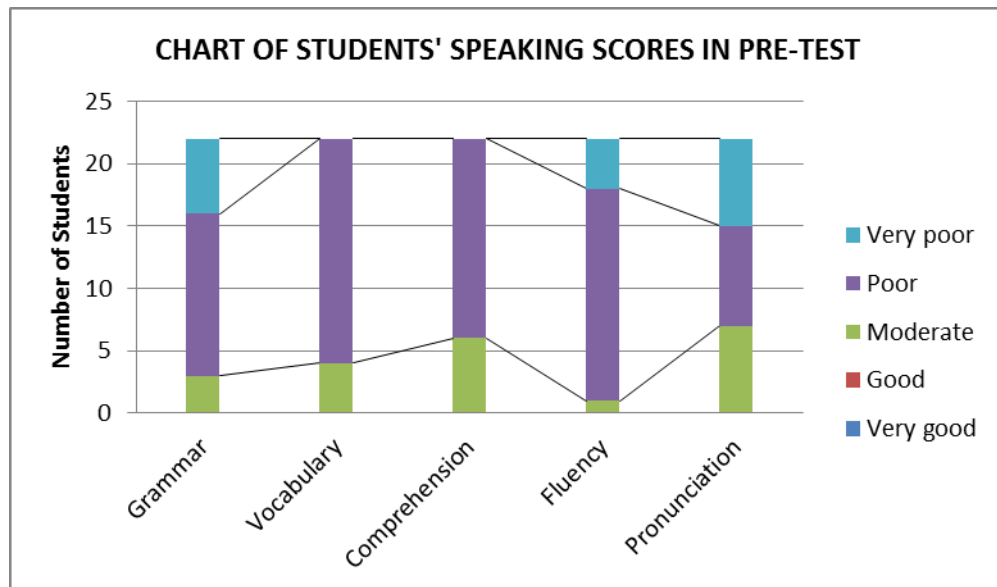


Figure 3: **Chart of students' speaking scores in pre-test**

From the chart above, the researcher discussed the result of students' speaking scores as performed in the pre-test with the collaborator. The discussion is related to the number of students that are categorized into those six criteria.

In the pre-test scores, in term of the grammar, there were 3 students in the moderate category, 13 students in the poor category, and 6 students in the very poor category. In term of the vocabulary, there were 4 students in the moderate category and 18 students in the poor category. In term of the comprehension, there were 6 students in the moderate category and 16 students in the poor category. In term of the fluency, there was only 1 student in the moderate category, 17 students in the poor category, and 4 students in the very poor category. Then, in term of the pronunciation, there

were 7 students in the moderate category, 8 students in the poor category, and 7 students in the very poor category.

Meanwhile, the result of the post-test showed that there were some improvements on the students' speaking skills. In term of the grammar, there were only 4 students in the moderate category and 18 students in the good category. In term of the vocabulary, there were only 1 students in the poor category, 10 students in the moderate category, and 11 students in the good category. In term of the comprehension, there was finally 1 students in the very good category, 19 students in the good category, and only 2 students in the moderate category.

Then, in term of the fluency, there were only 5 student in the good category, 11 students in the moderate category, and 6 students in the poor category. Also, in term of the pronunciation, there were only 5 students in the poor category, 8 students in the moderate category, and 9 students in the good category. The chart below shows the students' progress in their speaking during the post-test.

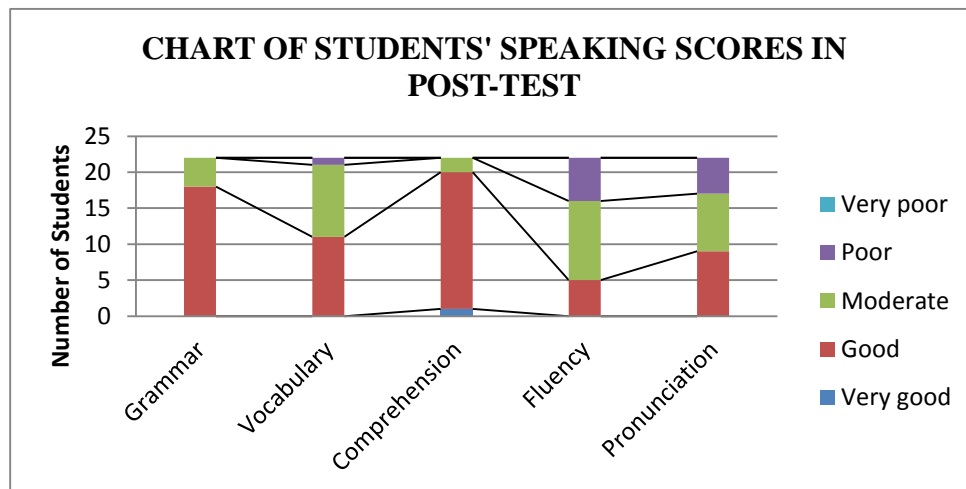


Figure 4: Chart of students' speaking scores in post-test

Furthermore, the mean of the students' speaking scores also shows an improvement. The following is the comparison of the mean scores of the students' five speaking aspects in pre-test and post-test.

STUDENTS' MEAN SCORES OF FIVE SPEAKING ASPECTS IN THE PRE-TEST AND POST-TEST

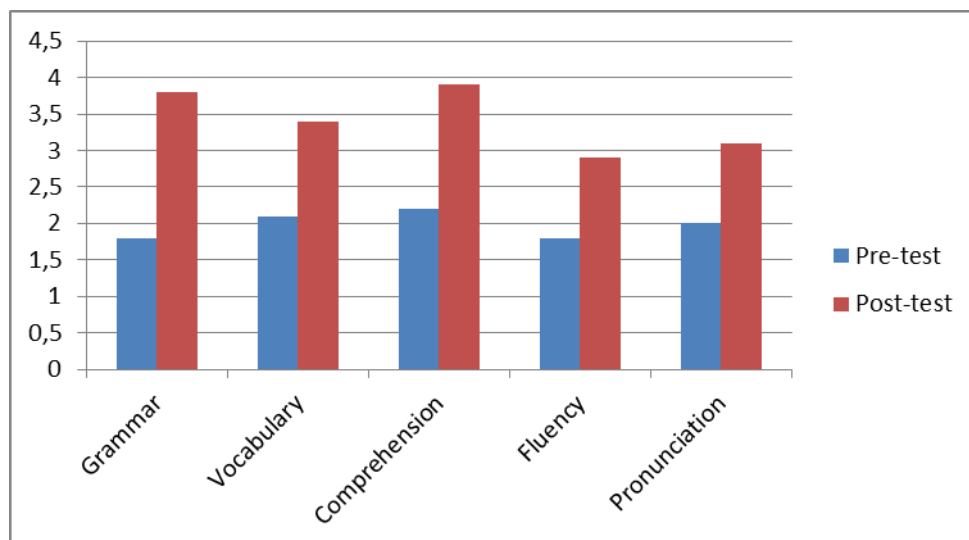


Figure 5: Students' mean scores of five speaking aspects in the pre-test and post-test

The chart above shows that the students' speaking skills in each test are improved. It is presented in the pre-test result that the mean score of the grammar in the students' performance is only 1.8. The vocabulary mean score is 2.1, the comprehension mean score is 2.2, the fluency mean score is 1.8, and the pronunciation's mean score is only 2. Meanwhile, the mean score of the grammar in the students' performance in the post-test is 3.8. Then, the vocabulary mean score is 3.4, the comprehension mean score is 3.9, the fluency mean score is 2.9, and the pronunciation mean score is 3.1. So, it is very clear that there are significant improvements on the students' speaking skills through the use of role play.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The two cycles of this action research were completely done. The research began on October 14th, 2015 and ended on November 12th, 2015. The aim of this research was to improve the students' speaking skills through the use of role play. Based on the findings on Chapter IV, it can be seen that there was improvement in the students' speaking skills after the implementation of the actions. The conclusions of the research can be concluded as follows.

1. After having role play as one of the activities in the classroom, the students had better speaking skills because they had more opportunities to practice their speaking.
2. Role play was helpful to attract the students' interest and motivation to actively participate in the English classroom. The students did not get bored because role play provided fun and enjoyable activities for them. Besides that, the activities in role play used some situations that related to their future surrounding as a nurse. It made them like having a real conversation in a real situation, and felt like being another person which was in fact they were learning English in the classroom as a student.
3. The mean of the students' speaking scores also showed an improvement. Based on the pre-test result, the mean score of the

grammar in the students' performance is only 1.8. The vocabulary mean score is 2.1, the comprehension mean score is 2.2, the fluency mean score is 1.8, and the pronunciation mean score is only 2. Meanwhile, the mean score of the grammar in the students' performance in the post-test is 3.8. Then, the vocabulary mean score is 3.4, the comprehension mean score is 3.9, the fluency mean score is 2.9, and the pronunciation mean score is 3.1. So, it is very clear that there are significant improvements on the students' speaking skills through the use of role play.

B. Implications

There were some implications due to the result of the research which are described as follows.

1. The use of role play can improve the students' speaking skills since it provides opportunities for the students to practice their speaking by interacting with others in the classroom. Moreover, because it provides an enjoyable and fun activity, it can be used to increase the students' motivation to be more actively engaged in the English teaching and learning process.
2. The students tend to be interested in participating in the classroom when a fun way of learning is present. They easily get bored if the classroom activities were monotonous. Therefore, by using video as the input and slides power point to deliver the material, the researcher could motivate them to actively participate in the English

teaching and learning process. It implies that the teacher has to be more creative in finding or creating activities to motivate the students to enjoy the lesson without getting bored easily.

C. Suggestions

Based on the findings, conclusions and implications of the use of role play to improve the speaking skills of students grade X Nursing programme of SMK Muhammadiyah 3 Klaten Tengah, the researcher wants to suggest some points to some parties. The suggestions are presented as follows.

1. To English teachers

The use of role play has a good effect to the students. It can help to motivate them in learning speaking English. Therefore, it is suggested to the English teachers to use role play as an activity in the classroom. Fun activities like role play will help the teacher to engage the students in the English teaching and learning process.

However, a teacher of English needs to enrich herself with the knowledge of how to select the effective resources that can improve the students' motivation toward the lesson. By creating effective and interesting activities, the teacher could make the student enjoy the English teaching and learning process better.

2. To students

The students should manage themselves to always have positive attitudes towards English lesson. They should have high motivation in learning English, especially speaking. They should understand that it is very important for them to have more practices in speaking English. It is because vocabulary mastery and pronunciation can be improved through practicing. Moreover, they should continuously be active during the English teaching and learning process.

3. To other researchers

It is suggested that the other researchers can use the result of this study as a reference. It is also advisable to conduct further research on this matter since this research is still far from perfect.

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APPENDICES

APPENDIX A

FIELD NOTES

A. ObservationOctober 24th, 2015

The English teacher and the writer came to class X KP2. The lesson started at 08.30 am. When the teacher entered the classroom, the teacher greeted the students, opened the class by saying a prayer, and checked the attendance list. After checking the students' attendance list, teacher asked the students to mention several jobs (doctor, teacher, and mechanics) in order to build their knowledge of the topic being discussed. Some students answered to the teacher orally. Most of their pronunciations were false. After that, the students are asked to listen and repeat after the teacher in mentioning some professions and their descriptions. Next, students are explained with the description of some jobs (Nurse, teacher, doctor, and farmer) and are asked to complete some missing words in their handbook guided by the teacher. However, most of the students still confused about the meaning of some words in their handbook. Then, the teacher asked them to check their dictionary. After explaining about Professions, the teacher came to the next topic which is Nationalities. Here, students did the listen and repeat activity related to Nationalities and are asked to mention someone's nationality and profession (Mr. Jokowi, David Beckham) in order to practice their pronunciation.

Beside Professions and Nationalities, the teacher also explained about the expressions used to ask someone's nationality and language. After that, together with the teacher, they completed some missing words in their handout as the exercise. The students are also explained with the expressions used to ask someone's physical and non-physical appearances. Again, students did the listen and repeat activity related to physical and non-physical appearances and are asked to mention people based physical and non-physical appearance (Mr. Jokowi). Finally, students are asked to mention their parents based on the physical and non-physical appearances as their task. Because of the time limitation, only some students able to mention their parents' job to the teacher. They did not have enough chance to speak English in the class. Besides, they also laughed at a classmates who made a mistake and made up something for fun in answering the teacher's questions. At last, as the bell rang, the teacher told the students about the next topic and closed the lesson by saying a prayer.

B. Pre-test

October 29th, 2015

The pre-test was held on October 29th, 2015. Firstly, the teacher accompanied the writer to do the pre-test but because she had to finish the school administration, the writer did the pre-test without the teacher. When the writer and the teacher came to the classroom, there are some students who asked the teacher. “Kok Miss Indah datang kesini lagi sih Bu? Ngapain Bu?” (Why does Miss Indah come to the school again ma’am? What is she doing here?). Then the teacher replied, “Jadi anak-anak, Miss Indah mau mengadakan penelitian disini, jadi mulai hari ini dan beberapa minggu kedepan kalian akan diajar oleh Miss Indah. Untuk lebih jelasnya biar dijelaskan sama Miss Indah karena bu guru harus menyelesaikan administrasi sekolah di kantor.” (*Miss Indah wants to do a research here. So, for the next following weeks, you will be taught by Miss Indah. Later, she will tell you about the detailed information because I have to finish the school administration in the office.*)

After the teacher left, the writer explained to the students about the pre-test. “Jadi dek, seperti yang dijelaskan oleh Bu Tari tadi, mulai hari ini dan beberapa minggu kedepan kalian akan belajar bahasa Inggris bareng Miss Indah” (*As Mrs. Tari said before, starting from now until the next following weeks, you will learn English with Miss Indah*). Then a student replied, “Wah asik, jadi gak ngantuk lagi deh hehehe” (*Great, so we won’t be sleepy anymore (laughing)*). Nah, sebelum Miss Indah mulai mengajar kalian, hari ini Miss Indah pengen mengadakan pre-test dulu ya. (*Now before I teach you English, I want to do the pre-test today*). When the students heard the word “test”, most of them are worried. “Yah Miss, aku ga bisa. Gak mauu. Nanti kalau salah gimana?” (*No Miss, I cannot. I do not want to do it. How if I make mistakes?*). Then the writer tried to calm them. “Gak papa, sebisa kalian aja. Gak harus bagus kok. Ini hanya akan Miss Indah gunakan untuk mengetes kemampuan speaking kalian” (*It’s okay. Just do it as good as you can. I will use this to know about your speaking ability*). After that, the observer showed the students a video as their input. They looked interested in the video and finally they were willingly to perform in front of the class. The video was about “At the hospital”. It consist of some expressions used when someone talk with a nurse to see a doctor at the hospital.

Next, after showing the video, the writer gave the conversation guidelines to the students. The students were asked to create some dialogues in pairs based on the questions provided by the writer. Then, they had to perform it in front of the class recorded by the writer. However, because the English teacher was not there, the students tend to not serious in doing the task. Finally, when the recording had done, the writer said thanks to the students and closed the lesson.

C. Cycle 1

1. First meeting

October 30th, 2015.

The first meeting was held on October 30th, 2015. The writer acted as the teacher and the English teacher became the collaborator. The writer started the teaching and learning process by greeting the students, leading a prayer, and checking the students' presence. After that, the writer warmed up the students by asking some questions related to the topic that would be discussed such as "When you go to the hospital and you see a person wearing white uniform with stethoscope on his neck, do you know what his profession is?" "Saat kalian pergi ke rumah sakit dan melihat seseorang memakai seragam putih dengan stetoskop di lehernya, apakah kalian tahu apa pekerjaannya?" and all of the students answered "Yes. He is a doctor". Then, the writer showed a video to the students. The video was about "My Family". It consisted of some expressions used to describe someone's profession, nationality, and physical appearance. While they were watching the video, the students were asked to analyze it. The students tried to observe the expressions appeared on the video.

In order to make the students active in speaking, the writer gave some questions to the students such as, "So, what kind of expressions that you use in describing your job?" "Jadi kira-kira bagaimana cara kalian menjelaskan pekerjaan kalian?" Then the students answered enthusiastically, "My profession is a student". The students started to be interested in the lesson after watching the video. After the writer did question and answer to the students, the writer showed the students with the material through slides power point. Because the students had got the same material in the previous meeting (KD 1.2), so the teacher explained the material in a flash and did listen and repeat more in order to practice students' pronunciation. The writer, then, asked the students to arrange a simple conversation using the given expressions. The classroom sounded noisy because the students were keeping talk with their friend like a student named Nia asked to her classmate Lastri. She asked "What is your Nationality Lastri?", and Lastri answered "My nationality is Indonesian", then Nia wrote down on his book. The writer asked some students to mention their answer orally. After that, the writer showed a dialogue to the students. The writer asked the students to answer some questions based on it, then discussed the answer together with the students.

Next, the writer introduced role plays to the students. However, before the students did role play, the students are asked to complete some missing word in the column of type of professions in order to enrich their vocabulary and practice the pronunciation by checking in the dictionary. Finally, the students practised the role play. The writer also recorded some students in practising the role play. When the bell had rang, the writer closed the lesson by saying a prayer and told the students about the next topic.

2. Second meeting

November 5th, 2015.

On the second meeting, the writer planned to do the scoring. Firstly, after the writer greeted the students and opened the class by saying a prayer, the writer tried to remind the students with the previous lesson. The writer asked the students some questions such as, “What will you say when you want to ask my nationality?” “Apa yang akan kalian katakan kalau ingin menanyakan kebangsaan Miss Indah?” Then some students answered, “What is your nationality, Miss?”. After that, the writer also asked some students to have a dialogue with his friend talking about profession, nationality, and physical appearance and perform it in front of the class.

Next, the writer showed the students with the role play cards and asked them to pick one each. The writer told the students about what they should do with it. Because the students have to pick it randomly, so their partners are different from the one on pre-test. After that, the writer gave 35 minutes for the students to create and practice the dialogue based on their role play card and then perform it in front of the class. The writer also tried to help the students by correcting their wrong vocabulary, pronunciation, and grammar. When the students were ready, the writer called the name of the students randomly and recorded their performances. Finally, the writer gave some feedbacks, told the next topic to them, said thanks and closed the class by saying a prayer.

D. Cycle 2

1. First meeting

November 6th, 2015

The second cycle was held on November 6th, 2015. The writer started the teaching and learning process by greeting the students, leading a prayer, and checking the students’ presence. After that, the writer tried to warm up the students by asking some questions related to the new topic such as, “*When you want to ask something to others, what should you say?*”, after that some of the students said “*Can you help me?*”, while the other students said “*Could you help me?*”. Then, the writer showed a video to the students. The video was about “The Doctor and The Patient”. It consisted of some expressions used to express command and request in a hospital setting. While they were watching the video, the students were asked to analyze it. The students tried to observe the expressions used by the actor on the video.

In order to make the students active and be able in speaking English without looking at their texts with the correct pronunciation, the writer

focused on showing the expressions of command and request usually used in the hospital and did the listen and repeat activity. However, the writer also showed the students with the explanation of command and request. Then, after the students have understood about the basic description and the example of command and request, the teacher asked them to arrange a simple conversation using the given expressions. After that, the writer also showed a dialogue to the students in order to check their understanding. The writer asked them to answer some questions based on it, then discussed the answer together with the students.

Next, the writer introduced the new role play activity to the students. Similar to the previous meeting, before the students did role play, the students are asked to complete some missing word in the column of type of symptoms and advices in order to enrich their vocabulary and practice the pronunciation by checking in the dictionary. However, the students had to be able to perform their dialogues without looking at the text this time. It was quite difficult to ask them in doing role play without the text, but the writer always tried to motivate them. Finally, the students practised the role play without the text and the writer recorded some of them. When the bell had rang, the writer closed the lesson by saying a prayer and told the students about the next activity.

2. Second meeting

November 12, 2015.

On the second meeting, the writer planned to do the scoring again. After the writer greeted the students and opened the class by saying a prayer, the writer tried to remind the students with the previous lesson. The writer asked some of the students to perform their previous dialogue without the text. The writer tried to push the students to be able in speaking English with the correct pronunciation without looking at the text. Some students still felt that she would never be able to make it such as Khusnur. She said, "Ah Miss, aku gabisa kalau gak pake teks" (*I cannot do it without my text, Miss*). Then, The writer told her, "Dicoba dulu dek. Coba teksnya yang singkat-singkat aja. Pasti nanti bisa." (*Try it first. Try to make the simple dialogue. I believe that you will be able to make it*). After practised, practised, and practised, finally the students were able to do the role play without looking at the text.

Next, the writer showed the students with the new role play cards and asked them to pick one each. The writer told the students about what they should do with it. After that, the writer gave 30 minutes for the students to create the dialogue based on their role play card and 15 minutes to do the preparation. While the students made their dialogue, the writer guided them. The writer assisted the students in correcting their pronunciation and grammar. When the students were ready, the writer called the name of the students randomly and recorded their performances.

Finally, the writer gave some feedbacks to them, said thanks and closed the class by saying a prayer.

APPENDIX B

INTERVIEW

TRANSCRIPTS

1. Interview

This interview was done during the observation phase. The purposes of the interview were to know about the students' problems in speaking and to decide the technique that would be used to overcome the problems.

a. Teacher (Sri Lestari, S.Pd.)

October 24th, 2015. In the teacher's office.

- Observer : Selamat pagi Bu, boleh minta waktunya sebentar untuk wawancara?
- Teacher : Oh iya mbak, silahkan.
- Observer : Begini Bu, saya ingin tahu. Biasanya aktivitas apa yang sering ibu gunakan dalam pengajaran speaking?
- Teacher : Kalau saya sih biasanya pakai teknik bermain peran mbak, atau yang lebih sering disebut dengan role playing.
- Observer : Bagaimana Bu Tari menyusun kerangka kegiatan untuk role playing itu Bu?
- Teacher : Ya biasanya anak saya arahkan dulu mbak. Jadi mereka dikasih situasi juga sehingga mereka tidak bingung.
- Observer : Kalau boleh tau, kenapa Bu Tari suka menggunakan role playing dalam pengajaran speaking?
- Teacher : Ya karna itu sangat membantu siswa mbak. Jadi mereka bisa bertukar pikiran dengan teman mereka dan tidak terlalu bingung dalam menyusun kata-kata.
- Observer : Lalu selama penerapan role play tersebut, kesulitan-kesulitan apa yang sering Bu Tari temui?
- Teacher : Kesulitan utamanya itu di vocabulary mereka mbak. Jadi anak itu masih sering buka kamus untuk mencari kata yang mereka ingin ungkapkan.
- Observer : Lantas solusi-solusi apa saja yang biasanya Bu Tari berikan kepada siswa untuk mengatasi masalah tersebut?

- Teacher : Pakai key word mbak. Jadi mereka saya kasih kata-kata yang dibutuhkan dalam kegiatan speaking mereka, sehingga mereka tinggal mengembangkannya saja.
- Observer : Apakah vocabulary hanya satu-satunya masalah siswa Bu? Bagaimana dengan pronunciation dan grammar mereka misalnya?
- Teacher : Itu juga merupakan kendala utama mereka mbak. Meskipun saya selalu mengajak mereka untuk listen and repeat dalam setiap kegiatan, tapi karna anak-anak itu kurang baca jadi mereka sering salah dalam pelafalan maupun penyusunan katanya.
- Observer : Kemudian bagaimana untuk comprehension atau pemahaman siswa Bu?
- Teacher : Ya kalau untuk comprehension, ya ada sebagian anak yang bisa, tapi juga masih banyak yang kurang mbak. Masih banyak yang perlu dimotivasi. Masalahnya kan SDM disini juga menengah ke bawah mbak.
- Teacher : Berarti Bu Tari selalu menekankan pada pemberian motivasi pada siswa untuk menekan masalah-masalah tersebut ya Bu?
- Teacher : Iya mbak.
- Observer : Selain role playing tersebut, apakah Bu Tari pernah menggunakan teknik lain dalam pengajaran speaking?
- Teacher : Mayoritas sih ya teknik itu tadi mbak. Pernah dulu siswa saya suruh langsung ngomong. Jadi saya memberikan pertanyaan dalam bahasa Inggris dan mereka menjawabnya. Tapi hasilnya mereka malah bengong dan saya harus mengulang penjelasannya kembali.
- Observer : Oh baik Bu. Mungkin ada hal lain yang Bu Tari ingin sampaikan.
- Teacher : Ya intinya di motivasi itu tadi mbak. Jadi kita sebagai guru harus pinter-pinter memotivasi mereka. Soalnya kan ya selain kemampuannya kurang, sebagian besar anak rasa percaya dirinya untuk ngomong bahasa Inggris itu masih lemah.
- Observer : Baik Bu kalau begitu. Saya rasa sudah cukup informasi dari Bu Tari. Terima kasih Bu.

Teacher : Iya, sama-sama mbak.

b. Student 1 (Asti)

October 24th, 2015. In the school's laboratory.

- Observer : Selamat pagi dek, mbak mau nanya-nanya nih. Boleh ga?
- Student : Boleh mbak. Mau nanya apa ya?
- Observer : Dek, kalau mbak boleh tau, kesulitan-kesulitan apa yang sering kamu alami saat speaking?
- Student : Grammar mbak. Aku tu sering bingung kalau disuruh ngomong bahasa Inggris. Bingung nyusun kata-katanya. Takut salah ngomong juga.
- Observer : Terus selain grammar, ada kesulitan yg lainnya gak dek?
- Student : Enggak mbak. Udah grammar itu aja.
- Observer : Berarti kalau ada orang yang ngomong pake bahasa Inggris gitu kamu udah paham dek?
- Student : Paham mbak. Cuma buat ngomongbaliknya itu lo yang susah.
- Observer : Berarti kamu merasa kosa kata kamu masih kurang ya dek?
- Student : Iya mbak. Jadi aku harus sering buka-buka kamus gitu kalau pengen ngomong bahasa Inggris.
- Observer : Biasanya kamu paling PD waktu ngomong pake bahasa Inggris itu kapan dek? Dimana?
- Student : Di luar jam pelajaran mbak. Pas sama temen gitu.
- Observer : Dari semua aktivitas speaking yang kamu tau, kamu paling suka ngapain dek?
- Student : Diskusi mbak. Karna saya suka berinteraksi langsung sama temen.
- Observer : Kamu pernah denger tentang role play belum dek?
- Student : Pernah mbak. Tapi gak begitu tau itu ngapain.

- Observer : Nah jadi role play tu, nanti kamu dikasih situasi dek. Jadi kamu tau pas dalam aktivitas speaking itu nanti kamu pura-puranya jadi siapa dan harus ngapain, gitu gambaran singkatnya.
- Student : Wah kayaknya asik ya mbak.
- Observer : Iya dek. Jadi kalau umpamanya di kegiatan speaking kedepanya diganti pake role play kamu gimana?
- Student : Mau mbak.
- Observer : O.k deh. Yaudah kalau gitu. Makasih ya.
- Student : Sama-sama mbak.

c. Student 2 (Indah)

October 24th, 2015. In the school's laboratory.

- Observer : Halo dek, mbak mau nanya-nanya nih. Boleh ga?
- Student : Boleh mbak. Gimana?
- Obsever : Sama kaya dek Asti tadi, kalau mbak boleh tau, kesulitan-kesulitan apa yang sering kamu alami saat speaking?
- Student : Vocabulary mbak. Aku masih harus sering buka kamus gitu kalau pengen ngomong pake bahasa Inggris.
- Observer : Terus selain itu, ada kesulitan yg lainnya gak dek?
- Student : Udah sih mbak itu aja. Sama kadang aku bingung mbak cara baca kata-kata dalam bahasa Inggris itu. Sering salah ngucap.
- Observer : Berarti masalah pronunciation ya dek. Kalau ada orang yang ngomong pake bahasa Inggris gitu kamu udah paham dek?
- Student : Lumayan mbak. Cuma buat ngomong baliknya itu masih belum bisa.
- Observer : Biasanya kamu paling PD waktu ngomong pake bahasa Inggris itu kapan dek? Dimana?
- Student : Di luar jam pelajaran mbak. Pas sama temen deket dan keluarga.
- Observer : Dari semua aktivitas speaking yang kamu tau, kamu paling suka ngapain dek?

- Student : Diskusi mbak.
- Observer : Kamu pernah denger tentang role play belum dek?
- Student : Pernah mbak.
- Observer : Tau gak role play itu apa?
- Student : Jadi yang itu kan mbak, yang kita dikasih bahan. Terus nanti siapa yang nangkap terakhir yang ngomong gitu.
- Observer : Nah jadi role play itu, nanti kamu dikasih situasi dek. Jadi kamu tau nanti kamu pura-puranya jadi siapa dan harus ngapain, kaya main sinetron itu lo dek. Gitu gambaran singkatnya.
- Student : Wah kayaknya asik ya mbak.
- Observer : Iya dek. Jadi masih tetep pengen pake diskusi aja apa role play?
- Student : Aku pengen role play aja mbak. Kayaknya lebih asik.
- Observer : O.k deh. Yaudah kalau gitu. Makasih ya.
- Student : Sama-sama mbak.

2. Cycle 1

1) First meeting (October 30th, 2015)

This interview was done after the class was over. It was done in order to find out about the English teacher and the students' opinions related to the English teaching and learning activities held by the researcher.

a. Student (Lastri)

In the classroom

- Observer : Hay dek. Gimana pembelajaran kita hari ini? Asik gak?
- Student : Asik Miss. Nyenengin, bikin gak ngantuk lagi.
- Observer : Paham gak kalau Miss Indah menjelaskan dengan bahasa Inggris?
- Student : Ya awalnya sih bingung Miss. Cuma karna terus diterjemahin sama Miss Indah jadinya paham Miss. Tadi tentang cara mendeskripsikan pekerjaan, kebangsaan, sama ciri-ciri fisik orang kan?

- Observer : Iya dek bener. Trus menurut kamu gimana role play nya? Kamu suka gak kalau pakai role play saat pelajaran bahasa Inggris?
- Student : Suka banget Miss. Lucu. Jadi aku bisa akting-akting sesukaku gitu. Aku bisa lebih banyak ngomong pake bahasa Inggris juga di kelas. hehe
- Observer : Oke dek, makasih ya.
- Student : Iya Miss.

b. Student (Atik)

In the classroom

- Observer : Halo dek. Menurut kamu pembelajaran bahasa Inggris kita hari ini gimana?
- Student : Nyenengin Miss. Aku gak ngantuk jadinya.
- Observer : Trus tadi kamu paham gak dek sama materi yang Miss Indah jelasin?
- Student : Paham Miss. Aku jadi lebih tau sekarang caranya nanya sama ngasih tau tentang pekerjaan, kebangsaan maupun ciri-ciri fisik seseorang.
- Observer : Bagus dek. Trus kamu suka gak tadi sama role play yang Miss Indah kenalkan?
- Student : Suka banget Miss. Biasanya kita gak pernah role play kaya gitu. Kalau tadi kan aku jadi bisa bebas bikin dialognya. Berasa artis.
- Observer : Oke dek, makasih ya.
- Student : Iya Miss.

c. Teacher

In teacher's room

- Observer : Bagaimana pendapat Ibu mengenai pertemuan pertama hari ini Bu?
- Teacher : Ya sudah cukup bagus mbak. Memang harus lebih diperbanyak di listen and repeatnya. Masalahnya di pertemuan sebelumnya anak sudah mendapatkan materi yang sama di KD 1.2. Jadi ya menurut saya sudah pas kalau lebih di tekankan ke pronunciationya.
- Observer : Iya Bu. Hal itu tadi saya lakukan karena menurut saya anak-anak masih sangat lemah di pronunciation mereka, padahal pemahamannya sudah cukup baik Bu.
- Teacher : Ya memang benar gitu mbak. Makanya setiap mengajar saya selalu listen and repeat sama anak-anak.
- Observer : Baik Bu, terima kasih.
- Teacher : Sama-sama mbak.

2) Second meeting (November 5 th, 2015)

Similar to the interview held in the first meeting, the purposes of this interview were to know about the English teacher and the students' opinion related to the technique implemented by the researcher and to get advice for the next cycle from the English teacher.

a. Student 1 (Salma)

In the classroom.

- Observer : Gimana menurut kamu kegiatan kita hari ini dek?
- Student : Asik Miss. Aku suka pake role play.
- Observer : Jadi sekarang udah berdialog dengan lebih bak ya?
- Student : Iya Miss. Jadi lebih tau cara baca kata-katanya juga.
- Observer : Kalau di pertemuan selanjutnya pake role play lagi mau gak?
- Student : Mau banget Miss.

Observer : Oke dek. Makasih ya.

b. Student 2 (Etik)

In the classroom.

Observer : Gimana dek role play kita hari ini?

Student : Nyenengin Miss.

Observer : Gak bosan kan pake role play?

Student : Enggak Miss. Justru malah lebih enak kaya gini. Jadi aku juga bisa akting gitu.

Observer : Ada hal positif dari role play yang kamu rasain dalam kemampuan speaking kamu gak dek?

Student : Ada Miss, aku jadi lebih tau cara-cara pengucapannya. Sama aku juga jadi lebih PD buat ngomong.

Observer : Baik dek, Makasih ya.

c. Teacher (Sri Lestari, S.Pd.)

In the teacher's room

Observer : Bagaimana menurut Ibu tentang penerapan role play di kelas X KP1 pada cycle 1 ini Bu?

Teacher : Ya baik mbak. Saya lihat anak-anak sudah mulai aktif dan PD dalam berbicara di kelas. Motivasi mereka buat ngomong bahasa Inggris juga sudah mulai muncul.

Observer : Bagaimana menurut Ibu terkait dengan siswa dan 5 poin dalam speaking rubrik yang saya gunakan sebagai pedoman penilaian?

Teacher : Sudah baik mbak. Saya lihat juga pronunciation anak-anak meskipun masih salah-salah tapi sudah jauh lebih baik dari sebelumnya. Pemahaman dan kosa kata mereka juga sudah cukup meningkat. Hanya saja anak tadi masih terpaku pada teks ya mbak.

Observer : Iya Bu. Lalu apakah ada saran dari Bu Tari untuk pertemuan yang selanjutnya di cycle 2 agar anak mampu lepas dari teks?

- Teacher : Memang sih mbak. Anak-anak selama ini susah banget kalau dsuruh lepas dari teks. Anak kelas 3 saja yang presentasi juga masih membaca. Belum bisa benar-benar lepas dari teks. Menurut saya ada baiknya nanti di pembelajaran pada cycle 2 lebih ditekankan lagi pada pronunciation dan vocabularynya mbak. Karena tadi kan masih ada beberapa yang salah dalam pengucapannya. Akan lebih baik lagi kalau anak dikasih waktu yang lebih untuk praktek speakingnya. Dialognya yang pendek-pendek saja coba mbak.
- Observer : Baik Bu. Terima kasih.
- Teacher : Sama-sama mbak.

3. Cycle 2

1) First meeting (November 6th, 2015)

This interview was also done after the class was over. It was done in order to compare the teacher and the students' opinions of the English teaching and learning process in cycle I and in cycle II.

a. Student 1 (Inayah)

In the classroom

- Observer : Hay dek, gimana menurut kamu pertemuan kita hari ini?
- Student : Cukup nyenengin mbak.
- Observer : Paham gak dengan materi yang Miss Indah jelasin tadi?
- Student : Paham kok. Apalagi tadi juga diliatin video tentang orang yang lagi ketemu dokter.
- Observer : Menurut kamu lebih enakan mana dek pertemuan kita hari ini apa pertemuan kita pada materi yang sebelumnya?
- Student : Lebih enak ini mbak. Kan kali ini videonya orang langsung. Kalau kemaren gambar aja. Tapi dua-duanya bisa aku pahami sih.
- Observer : Bisa gak tadi bikin dialog buat role play yang Miss Indah kasih?

- Student : Bisa mbak. Awalnya aku agak bingung sih, tapi aku terbantu sama kegiatan yang kita harus melengkapi isian tentang penyakit dan solusinya tadi.
- Observer : Jadi besok kalau Miss Indah minta kamu role play lepas dari teks udah bisa ya dek?
- Student : InsyaAllah bisa mbak.
- Observer : Oke dek.

b. Student 2 (Inge)

In the classroom

- Observer : Gimana menurut kamu pembelajaran kita hari ini dek? Bisa dipahami gak?
- Student : Nyenengin Miss. Bisa kok. Tadi tentang command sama request kan?
- Observer : Iya dek. Menurut kamu enakan pertemuan hari ini apa pertemuan pas di materi kita yang sebelumnya?
- Student : Sama-sama enak sih Miss. Tapi aku lebih suka tadi. Soalnya contoh videonya pake orang langsung. Jadi aku bisa lebih mudah memahaminya.
- Observer : Kira-kira kalau besok Miss Indah minta kamu role play udah harus bisa lepas dari teks bisa belum dek?
- Student : InsyaAllah udah bisa Miss.
- Observer : Oke. Makasih ya dek.
- Student : Sama-sama Miss

c. Teacher (Sri Lestari, S.Pd.)

In the teacher's office

- Observer : Bagaimana pendapat Ibu mengenai pertemuan hari ini Bu?
- Teacher : Ya sudah lebih bagus mbak. Memang anak harus di drill dalam listen and repeat untuk melatih pronunciation mereka. Tadi juga anak sudah dikasih waktu yang lebih banyak di praktiknya ya mbak.
- Observer : Iya Bu. Tadi saya memberi waktu yang lebih banyak karena saya berharap anak-anak akan mampu melakukan role play tanpa terpaku dengan teks yang mereka buat.
- Teacher : Ya sudah benar mbak. Memang seperti yang saya katakan sebelumnya, anak-anak masih sangat susah untuk lepas dari teks. Makanya pemberian kesempatan yang lebih untuk berlatih sangat diperlukan.
- Observer : Iya Bu.

2) Second meeting (November 12th, 2015)

This interview was done in the last meeting of cycle II. The purpose of the interview was to find out about the students' opinion of role play. Also, the interview was also used by the researcher and the English teacher in making decision that the technique being used was successful.

a. Student 1 (Alecia)

In the classroom

- Observer : Dek Alecia, Miss Indah mau tanya-tanya ya. Ini kan pertemuan terakhir kita, menurut kamu gimana pembelajaran kita yang menggunakan role play, nyenengin gak?
- Student : Nyenengin banget.
- Observer : Trus kamu merasa mendapatkan manfaat dari penerapan role play ini gak?

- Student : Iya mbak. Jadi aku lebih bisa menghafal dialog dengan baik sama tau cara ngucapin kata dalam bahasa Inggris juga.
- Observer : Terus kamu merasa lebih PD dan seneng gak pake role play ini?
- Student : Iya mbak. Aku nyaman pake role play.
- Observer : Kira-kira kalau kedepanya role play ini diterapin dalam pembelajaran bahasa Inggris kalian, kamu setuju gak?
- Student : Setuju banget.
- Observer : Yaudah, makasih ya.
- Student : Iya.

b. Student 2 (Wahyuni)

In the classroom

- Observer : Dek Wahyuni, Miss Indah mau tanya. Menurut kamu dari pre-test sampai sekarang pembelajaran kita yang pake role play ini gimana?
- Student : Menurut aku seneng, asik, nyenengin lah.
- Observer : Terus kamu merasa ada yang bertambah gak di kemampuan bahasa Inggris kamu?
- Student : Iya. Aku ngomongnya bisa lebih baik lagi, vocabnya juga nambah.
- Observer : Merasa lebih PD gak dek kalau berdialog pake role play?
- Student : Iya. Kalau dulu masih susah, tapi sekarang udah bisa lebih mudah.
- Observer : Terus kalau kedepanya Bu Tari menggunakan role play di pembelajaran bahasa Inggris kamu setuju gak?
- Student : Setuju aja sih.
- Observer : yaudah, makasih ya.
- Student : Iya.

c. Student 3 (Indah)

In the classroom

- Observer : Dek Indah, Miss Indah mau tanya. Menurut kamu dari pre-test sampai sekarang pembelajaran kita yang pake role play ini gimana?
- Student : Enak sih, bisa ditangkep dengan baik.
- Observer : Menurut kamu ada perbedaan gak dalam kemampuan speaking kamu saat kamu belum kenal role play dan setelah kamu tau role play?
- Student : Iya. Aku lebih tau cara pengucapannya. Aku juga bisa lebih kenal mengenai kosa kata di bidang kesehatan dalam bahasa Inggris.
- Observer : Jadi kamu merasa pronunciation dan vocabulary kamu meningkat ya?
- Student : Iya.
- Observer : Terus kalau kedepannya Bu Tari menggunakan role play di pembelajaran bahasa Inggris kamu setuju gak?
- Student : Setuju aja sih.
- Observer : yaudah, makasih ya.
- Student : Iya.

d. Teacher (Sri Lestari, S.Pd.)

In the teacher's office

- Observer : Bu, saya mau tanya mengenai penelitian saya di smega. Menurut Ibu bagaimana hasil penelitian yang dilakukan beberapa minggu ini disini?
- Teacher : Menurut saya sudah ada kemajuan, meskipun kemajuannya tidak sangat bagus dalam artian anak sudah bisa lancar, bagus dan sangat memenuhi aturan baku bahasa Inggris.

- Observer : Iya. Lalu apakah menurut Bu Tari role play ini sudah mampu meningkatkan kemampuan anak dalam berbahasa Inggris?
- Teacher : Ya membantu mbak. Karna anak bisa praktek langsung meskipun hanya dengan teman bukan dengan native.
- Observer : Jadi menurut Bu Tari apakah penerapan role play di smega ini sudah cukup berhasil?
- Teacher : Ya bisa dikatakan berhasil, karena anak sudah mulai bisa ngomong dan mengungkapkan dialog sesuai dengan aturan yang diharapkan.
- Observer : Iya Bu, Karena kan di cycle 1 kemaren permasalahanya meskipun anak sudah menunjukan perkembangan, namun mereka masih terpaku dengan teks, dan sekarang mereka sudah mampu berdialog dengan lebih baik dan tanpa teks. Meskipun dengan dialog yang sederhana.
- Teacher : Iya, bisa dikatakan berhasil mbak penelitian ini. Karena anak sudah bisa termotivasi untuk langsung ngomong dan lebih PD tanpa menggunakan teks.
- Observer : Baik Bu, terima kasih.
- Teacher : Iya.

APPENDIX C

COURSE GRID

Subject : English
Level : Novice
Grade : X (Nursing Programme)
School : SMK Muhammadiyah 3 Klaten Tengah

COURSE GRID OF IMPLEMENTING ROLE PLAY IN THE TEACHING AND LEARNING PROCESS OF SPEAKING

Cycles	Standard of Competences	Basic Competences	Indicators	Language Focus	Teaching Activities	Time	Media	Sources
I	Communicating in English equal to Novice Level	1.3 <i>Mendeskripsikan orang dan ciri-ciri</i> (describing people based on their professions, nationalities, and physical appearances)	<ul style="list-style-type: none"> Students are able to understand the explanations of words used to describe people based on their professions, nationalities, and physical appearances. Students are able to describe people based on their professions, nationalities, and physical appearances 	Expression used for asking: <ul style="list-style-type: none"> ➤ Country <ul style="list-style-type: none"> – What is your original country? – Where are you from? – Where do you come from? ➤ Profession <ul style="list-style-type: none"> – What do you do? – What is your occupation? – What is your profession? ➤ Physical appearances <ul style="list-style-type: none"> – How is the physical appearance of a doctor? – What is the color of a surgeon's suit? 	1. Opening activities: <ol style="list-style-type: none"> The teacher greets the students and they respond to it. The teacher leads a prayer. The teacher gives some information and simple examples related to the expressions used to ask and answer people's country, profession, and physical appearance. (<i>When you go to the hospital and you see a person wearing white uniform with stethoscope in his neck, do you know what his profession is?</i>) 	2x45 minutes	<ul style="list-style-type: none"> Role play cards Pictures Power point Video 	<ul style="list-style-type: none"> Modul media pembelajaran, Acuan mengajar Bahasa Inggris untuk SMK/MAK. http://www.deltaublishi

			correctly.	<p>Expressions used for answering:</p> <ul style="list-style-type: none">➤ Country<ul style="list-style-type: none">– My original country is...– I am from...– I come from...➤ Profession<ul style="list-style-type: none">– I am a/an...– My occupation is as a/an...– My profession is as a/an...➤ Physical appearances<ul style="list-style-type: none">– He uses a white uniform and brings stethoscope around his neck.– The color of a surgeon's suit is blue. <p>Lists of countries and nationalities:</p> <table><tr><td>Indonesia</td><td>Indonesian</td></tr><tr><td>Europe</td><td>European</td></tr><tr><td>German</td><td>Germany</td></tr></table>	Indonesia	Indonesian	Europe	European	German	Germany	<p>2. Main Activities:</p> <p>a. <u>Presentation</u></p> <p>1) Teacher shows the video about nationality, profession, and physical appearance.</p> <p>2) Students analyze the video. (Students observe the expressions used in the video)</p> <p>b. <u>Practice</u></p> <p>1) Students respond to the teacher's question by describing people about their profession, nationality and physical appearance orally.</p> <p>2) Students listen to the teacher's explanation about the expressions used to ask and answer people's nationality, job, and physical appearance through slides power point.</p> <p>3) Students try to arrange a conversation using the given expressions.</p> <p>4) Students are showed</p>		ng.co.uk /content/ pdf/role- plays- for- today/Ro le Plays _downlo adable_p ages.pdf
Indonesia	Indonesian												
Europe	European												
German	Germany												

				<p>Examples of adjective phrases:</p> <ul style="list-style-type: none"> ➤ The girl who wears the green facial mask is the surgeon from Japan. ➤ The young woman in the white suit is the nurse. ➤ This is the room where you will get your injection. <p>Example of dialogue: (Nam is a nurse from Thailand who works in Jakarta. When she joined the International conference held in her hospital, she met Nina, a new dentist there)</p> <p>Nam: <u>What is your original country Nin?</u> Nina: <u>My original country is Indonesia.</u> And you? Nam: I come from Thailand. Nina: Well, <u>what do you do in Indonesia?</u> Nam: <u>I am a nurse.</u> I work in Jakarta International Hospital. Nina: So, could you tell me the physical appearances of the</p>	<p>with the example of adjective phrases related to the topics being discussed.</p> <ol style="list-style-type: none"> 5) After that, students read and try to answer the questions based on the dialogue given by the teacher. 6) Students discussed their answers with their friends and get feedback from the teacher in order to check their comprehension. 7) Students are asked to create their own dialogues guided by the teacher. 8) After that, students practice the dialogues in pairs. <p>c. <u>Production</u></p> <ol style="list-style-type: none"> 1) In pairs, students create their own dialogues consisting of some expressions used to ask people's nationality, job, and physical appearance 			
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				<p>nurses in Thailand? Do they wear the same uniform as ours?</p> <p>Nam: <u>Yes, we are as beautiful as nurses in Indonesia.</u> The uniform is just the same too.</p> <p>Nina: That was great, then.</p> <p>Vocabulary lists:</p> <ul style="list-style-type: none"> – Occupation – Surgeon – Hospital – Nurse – Great 	<p>based on the role play cards.</p> <p>2) Students do the role play with their partner in front of the class. (3 minutes for each group)</p> <p>3. Closing Activities:</p> <ol style="list-style-type: none"> a. The teacher summarizes the material being taught and gives feedbacks to the students. b. The teacher gives some praises to the active students. c. The teacher gives homework to the students. d. The teacher tells the students about the next topic. e. The teacher closes the class by saying a prayer. 			
II	Communicating in English	1.4 <i>Menghasilkan tuturan</i>	a. Students are able to	<ul style="list-style-type: none"> • A command is an imperative sentence that 	<p>1. Opening activities:</p> <ol style="list-style-type: none"> a. Teacher greets the 	2x45 minut	<ul style="list-style-type: none"> • Role Play 	<ul style="list-style-type: none"> • http://fitrianasety

equal to Novice Level	<i>sederhana yang cukup untuk fungsi-fungsi dasar.</i> (Expressions of Command and Request)	understand the explanation of expressions used to express Command and Request. b. Students are able to use the expressions of Command and Request correctly.	<p>is used to make an order.</p> <ul style="list-style-type: none"> – As the patient, you have to come here to see the doctor. – While waiting for the doctor, you can sit down first. – When you are in the hospital, you have to be quiet. <ul style="list-style-type: none"> • A request is an order that is made to sound more polite by putting word “please” in front or at the end of a command form. <ul style="list-style-type: none"> – For all of the patients, please come here. – Until the doctor is coming, sit down, please. – For the sake of the patients, be quiet, please. • Polite request is a request that use certain expressions: <ul style="list-style-type: none"> – Will you prepare my medicines, 	<p>students and they respond to it.</p> <ol style="list-style-type: none"> The teacher leads a prayer. The teacher gives some information and simple examples related to the materials that will be taught to the students. <i>(When you want to ask something to others, what should you say?)</i> <p>2. Main Activities:</p> <ol style="list-style-type: none"> <u>Presentation</u> <ol style="list-style-type: none"> Students are showed with a video related to Command and Request. Students analyze the expression used in the video. <u>Practice</u> <ol style="list-style-type: none"> Students listen and repeat some expressions of Command and Request pronounced by the teacher. Students listen to the teacher’s explanation 	es	<p>cards</p> <ul style="list-style-type: none"> • Pictures • Power point • Video 	<p>a.blogspot.co.id/2011/04/command-and-request.html</p> <ul style="list-style-type: none"> • https://mu2t.wordpress.com/2008/04/08/a4-expressing-command-and-request/ • Pramesti, Maria Regina Dyah., Pramono, Wirawan Sigit., Suherman. 2008. English for SMK 1.
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				<p>please?</p> <ul style="list-style-type: none"> – Can you follow me to go to this room, please? – Could you help me to open this bottle, please? – Would you mind waiting for a moment until the doctor comes, please? – Would you be quite, please! <ul style="list-style-type: none"> • Responses for Commands and Requests are : <ol style="list-style-type: none"> 1. Positive responses <ul style="list-style-type: none"> – Yes, of course. – I'd be glad to. – Certainly. – All right. – Ok. 2. Negative responses <ul style="list-style-type: none"> – I'm sorry, I can't. – Sorry I can't. – I'm sorry, but I have to... 	<p>about expressions of command and request through slides power point.</p> <ol style="list-style-type: none"> 3) Students try to make some command and request statements. 4) Students read and answer some questions based on the dialogue provided by the teacher. 5) Students discuss their answer with their friends and get feedback from the teacher in order to check their comprehension. 6) Students are asked to create their own dialogues guided by the teacher. 7) After that, students practice their dialogues in pairs. <p>c. <u>Production</u></p> <ol style="list-style-type: none"> 1) In pairs, students create their own dialogues consisting of Command and Request based on the role play cards. 2) Students do the role play 		<p>Jakarta: Pusat perbuku an Departemen Pendidikan Indonesia.</p> <ul style="list-style-type: none"> • http://www.delta-publishing.co.uk/content/pdf/role-plays-for-today/Role_Plays_downloadable_pages.pdf
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				<p>Example of the dialogue:</p> <p>(Ani and Jono are working in hospital. Because they have to work until midnight, they are in a hurry to go to the hospital in the morning.)</p> <p>Ani : <u>Would you mind helping me for a minute, please?</u></p> <p>Jono : <u>Of course</u>, what do you want me to do?</p> <p>Ani : <u>Could you hold this package while I'm driving the car?</u></p> <p>Jono : <u>I'd be glad to</u>. What's in this package? It's extremely heavy.</p> <p>Ani : It's just some goods that I have to bring to the hospital.</p> <p>Jono : Alright. <u>But don't drive too fast.</u></p> <p>Ani : I'm sorry, but we must get to the hospital on time.</p> <p>Jono : Yes, I know, but it's dangerous. The traffic is too heavy.</p>	<p>with their partner in front of the class. (3 minutes for each group)</p> <p>3. Closing Activities:</p> <ol style="list-style-type: none"> The teacher summarizes the material being taught and gives feedbacks to the students. The teacher gives some praises to the active students. The teacher gives homework to the students. The teacher informs the students about the next topic. The teacher closes the class by saying a prayer. 			
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				<p>Ani : Don't worry! Just hold the side handles tightly and you will be safe.</p> <p>Vocabulary lists:</p> <ul style="list-style-type: none">– Patient– Doctor– Package– Heavy– Goods– Drive– Hospital– Traffic– Dangerous				
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APPENDIX D

LESSON PLANS

LESSON PLAN

(Cycle I)

School	: SMK Muhammadiyah 3 Klaten Tengah
Subject	: Bahasa Inggris
Class	: X (sepuluh)
Standard of competence	: <i>Berkomunikasi dengan bahasa Inggris setara Level Novice.</i>
Language skills	: Speaking
Time allocation	: 3 x 40 minutes
Basic competence	: <i>1.3 Mendeskripsikan orang dan ciri-ciri.</i>
Indicators	<p>: 1. Students are able to understand the explanations of words used to describe people based on their professions, nationalities, and physical appearances.</p> <p>2. Students are able to describe people based on their professions, nationalities, and physical appearances correctly.</p>
Purpose of study	: 1. Words used to describe people based on their professions, nationalities, and physical appearances can be mentioned correctly.
Social characters	<p>:</p> <ol style="list-style-type: none"> 1. Friendly 2. Communicative 3. Curious 4. Honest

Language focus :

1. Expressions used for asking:

a. Country

- What is your original country?
- Where are you from?
- Where do you come from?

b. Profession

- What do you do?
- What is your occupation?
- What is your profession?

c. Physical appearances

- How is the physical appearance of a doctor?
- What is the color of a surgeon's suit?

2. Expressions used for answering:

a. Country

- My original country is...
- I am from...
- I come from...

b. Profession

- I am a/an...
- My occupation is as a/an...
- My profession is as a/an...

c. Physical appearance

- He uses a white uniform and brings a stethoscope around his neck.
- The color of a surgeon's suit is blue.

3. Table of countries and nationalities

Countries	Nationalities
England	British
Indonesia	Indonesian
China	Chinese
Spain	Spanish
Portugal	Portuguese
Europe	European
German, etc.	Germany, etc.

4. Examples of adjective phrases:

- The girl who wears the green facial mask is the surgeon from Japan.
- The young woman in the white suit is the nurse.
- This is the room where you will get your injection.

5. Example of dialogue:

(Nam is a nurse from Thailand who works in Jakarta.
When she joined the International conference held in her
hospital, she met Nina, a new dentist there)

Nam: What is your original country Nin?

Nina: My original country is Indonesia. and you?

Nam: I come from Thailand.

Nina: Well, what do you do in Indonesia?

Nam: I am a nurse. I work in Jakarta International
Hospital.

Nina: So, could you tell me the physical appearances of the nurses in Thailand? Do they wear the same uniform as ours?

Nam: Yes, we are as beautiful as nurses in Indonesia. The uniform is just the same too.

Nina: That was great, then.

Questions:

1. Where does Nam come from?
2. What is Nina's profession?
3. How is the physical appearances of the nurses in Thailand?

6. Vocabulary lists:

- Occupation
- Surgeon
- Hospital
- Nurse
- Great

Teaching activities:

1. Opening activities:

- a. The teacher greets the students and they respond to it.
- b. The teacher leads a prayer.
- c. The teacher give some information and simple examples related to the expressions used to ask and answer people's country, profession, and physical appearance. (*When you go to the hospital and you see a person wearing white uniform with stethoscope in his neck, do you know what his profession is?*)

2. Main Activities:

a. Presentation

- 1) Teacher shows the video about nationality, profession, and physical appearance.
- 2) Students analyze the video.

b. Practice

- 1) Students respond to the teacher's question by describing people about their profession, nationality and physical appearance orally.
- 2) Students listen to the teacher's explanation about the expressions used to ask and answer people's nationality, job, and physical appearance through slides power point.
- 3) Students try to arrange a conversation using the given expressions.
- 4) Students are showed with the example of adjective phrases related to the topics being discussed.
- 5) After that, students read and try to answer the questions based on the dialogue given by the teacher to check their understanding.
- 6) Students discussed their answers with the teacher.
- 7) Students are asked to create their own dialogues guided by the teacher.
- 8) After that, students practice the dialogue.

c. Production

- 1) In pairs, students create their own dialogue consisting of some expressions used to ask people's nationality, job, and physical appearance based on the role play cards.
- 2) Students act their own dialogues out with their partner in front of the class.

3. Closing Activities:

- a. The teacher summarizes the material being taught and gives feedbacks to the students.
- b. The teacher gives some praises to the active students.
- c. The teacher gives homework to the students.
- d. The teacher tells the students about the next topic.
- e. The teacher closes the class by saying a prayer.

Scoring :

1. Oral test:
 - Describing people's profession, nationality, and physical appearance based on the role play card.

Media : Role play cards, pictures, power point, video.

References :

1. Modul media pembelajaran, Acuan mengajar Bahasa Inggris untuk SMK/MAK.
2. http://www.deltapublishing.co.uk/content/pdf/role-plays-for-today/Role_Plays_downloadable_pages.pdf

Mengetahui
Guru Bahasa Inggris

Klaten, 20 Oktober 2015
Mahasiswa

Sri Lestari, S.Pd.
NBM. 843 833

Indah Permatasari
NIM. 12202241026

Slides Power Points:

Professions, Nationalities, and Physical Appearances

Indah Permatasari
12202241026

Expression used for asking:

Country

- What is your originally country?
- Where are you from?
- Where do you come from?

Profession

- what do you do?
- what is your occupation?
- what is your profession?

Physical Appearance

- How is the physical appearance of a d
- What is the color of a surgeon's suit?



Expressions used for answering:

Country

- My originally country is...
- I am from...
- I come from...

Profession

- I am a/an...
- My occupation is as a/an...
- My profession is as a/an...

Physical Appearance

- He uses white uniform and brings s neck.
- The color of surgeon's suit is blue.



Table of countries and nationalities

Countries	Nationalities
England	British
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Example of Adjective Phrases

- The girl who wear the green facial mask is the surgeon from Japan.
- The young woman in white suit is the nurse.
- This is the room where you will get your injection.

EXERCISES...



Students' Worksheet:



Joining The Health Conference

Role Plays for Today

Student A– Common People

You are a student of nursing programme who joins an International Health Conference at Jakarta. Choose one of the jobs from the chart and ask the doctor the answers to these questions:

- What is your profession (expertise)?
- Where are you from?
- How do the look of people in your surroundings (the uniform, equipments)?

Target language

What is your profession?
 What is your occupation?
 What do you do?
 What is your originally country?
 Where are you from?
 What does he look?

Joining The Health Conference

Role Plays for Today

Look at the table below. It describes five common jobs at the hospital. Complete the table using the information from the boxes.

Duties	people's teeth giving birth psychiatry	injured medicines
---------------	--	----------------------



Jobs	Duties	Appearance (Genre)
Dentist	A doctor who is trained in dentistry and working in dentist's. Their job is to threatening (a)_____.	Male/Female
Psychiatrist	A doctor who is also trained in (b)_____. Their job is to help people who has a special mental disorder.	Male/Female
Midwife	A woman who is trained to help woman when they are (c)_____.	Female
Nurse	A person whose job is to care for people who are ill or (d)_____, especially in a hospital	Male/Female
Pharmacist	A person who is trained to prepare (e)_____ and who works in a hospital or shop	Male/Female

- Do you agree with all this description?
- Which of these jobs have you met over the last year?
- Do you have any other description of the jobs?



Joining The Health Conference

Role Plays for today

Student B – Health practitioner

You are the health practitioner. Listen to student A, who will ask you some question.

- Answer questions using the *Target language* expressions.
- Tell the student what she want to know.

Try to remember without looking at the chart.

Target language

My originally country is...

I am from...

I come from...

I am a/an...

My occupation is as a/an...

My profession is as a/an...

We wear...

We use... as our equipment.

We often help the patients to...

LESSON PLAN

(Cycle II)

School	: SMK Muhammadiyah 3 Klaten Tengah
Subject	: Bahasa Inggris
Class	: X (sepuluh)
Standard of competence	: <i>Berkomunikasi dengan bahasa Inggris setara Level Novice.</i>
Language skills	: Speaking
Time allocation	: 3 x 40 minutes
Basic competence	: 1.4 <i>Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.</i> (Expressions of Command and Request)
Indicators	: 1. Students are able to understand the explanation of expressions used to express Command and Request. 2. Students are able to use the expressions of Command and Request correctly.
Purpose of study	: 1. Expressions used to express command and request can be used correctly.
Social characters	: 1. Friendly 2. Communicative 3. Curious 4. Honest
Language focus	: <ul style="list-style-type: none"> • A command is an imperative sentence that is used to make an order. <ul style="list-style-type: none"> – As the patient, you have to come here to see the doctor. – While waiting for the doctor, you can sit down first. – When you are in the hospital, you have to be quiet.

- A request is an order that is made to sound more polite by putting word “please” in front or at the end of a command form.
 - For all of the patients, please come here.
 - Until the doctor is coming, sit down, please.
 - For the sake of the patients, be quiet, please.
- Polite request is a request that use certain expressions:
 - Will you prepare my medicines, please?
 - Can you follow me to go to this room, please?
 - Could you help me to open this bottle, please?
 - Would you mind waiting for a moment until the doctor comes, please?
 - Would you be quite, please!

- Responses for Commands and Requests are :

1. Positive responses

- Yes, of course.
- I’d be glad to.
- Certainly.
- All right.
- Ok.

2. Negative responses

- I’m sorry, I can’t.
- Sorry I can’t.
- I’m sorry, but I have to...

- **Example of the dialogue:**

(Ani and Jono are working in hospital. Because they have to work until midnight, they are in a hurry to go to the hospital in the morning.)

Ani : Would you mind helping me for a minute, please?

Jono : Of course, what do you want me to do?

Ani : Could you hold this package while I’m driving the car?

Jono : I’d be glad to. What’s in this package? It’s extremely heavy.

Ani : It’s just some goods that I have to bring to the hospital.

Jono : Alright. But don’t drive too fast.

Ani : I’m sorry, but we must get to the hospital on time.

Jono : Yes, I know, but it's dangerous. The traffic is too heavy.

Ani : Don't worry! Just hold the side handles tightly and you will be safe.

Questions:

1. Who are Ani and Jono?
2. Why were they in a hurry?
3. Mention the expressions of command and request that appeared in the dialogue.
4. Why were Ani ask Jono to hold her package?
5. "The traffic is too heavy". What does the statement mean?

• **Vocabulary lists:**

- Patient
- Doctor
- Package
- Heavy
- Goods
- Drive
- Hospital
- Traffic
- Dangerous

Teaching activities:

1. Opening activities:

- a. The teacher greets the students and they respond to it.
- b. The teacher leads a prayer.
- c. The teacher gives some information and simple examples related to the materials that will be taught to the students.
(When you want to ask something to others, what should you say?)

2. Main Activities:

- a. Presentation
 - 1) Students are showing with a video related to Command and Request.
 - 2) Students analyze the expression used in the video.

b. Practice

- 1) Students listen and repeat some expressions of Command and Request pronounced by the teacher.
- 2) Students listen to the teacher's explanation about expressions of command and request through slides power point.
- 3) Students try to make some command and request statements.
- 4) Students read and answer some questions based on the dialogue provided by the teacher.
- 5) Students discuss their answer with their friends and get feedback from the teacher in order to check their comprehension.
- 6) Students are asked to create their own dialogues guided by the teacher.
- 7) After that, students practice their dialogues in pairs.

c. Production

- 1) In pairs, students create their own dialogues consisting of Command and Request based on the role play cards.
- 2) Students do the role play with their partner in front of the class. (3 minutes for each group)

3. Closing Activities:

- a. The teacher summarizes the material being taught and gives feedbacks to the students.
- b. The teacher gives some praises to the active students.
- c. The teacher gives homework to the students.
- d. The teacher informs the students about the next topic.
- e. The teacher closes the class by saying a prayer.

Scoring :

1. Oral test:

- Creating a dialogue using the expressions of command and request based on the role play cards.

Media : Role play cards, pictures, power point, video.

References :

1. <http://fitrianasetya.blogspot.co.id/2011/04/command-and-request.html>
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3. Pramesti, Maria Regina Dyah., Pramono, Wirawan Sigit., Suhermawan. 2008. English for SMK 1. Jakarta: Pusat perbukuan Departemen Pendidikan Indonesia.
4. http://www.deltapublishing.co.uk/content/pdf/role-plays-for-today/Role_Plays_downloadable_pages.pdf

Mengetahui,
Guru Bahasa Inggris

Klaten, 06 Novemver 2015
Mahasiswa

Sri Lestari, S.Pd.
NBM. 843 833

Indah Permatasari
NIM. 12202241026

Slides Power Point:

Command and Request

Indah Permatasari
12202241026

A command is an imperative sentence that is used to make an order.

- As the patient, you have to come here to see the doctor.
- While waiting for the doctor, you can sit down first.
- When you are in the hospital, you have to be quiet.

A request is an order that is made to sound more polite by putting word "please" in front or at the end of a command form.

- For all of the patients, please come here.
- Until the doctor is coming, sit down, please.
- For the shake of the patients, be quiet, please.

Polite request is a request that use certain expressions:

- Will you prepare my medicines, please?
- Can you follow me to go to this room, please?
- Could you help me to open this bottle, please?

Responses for Commands and Requests are :

POSITIVE RESPONSES	NEGATIVE RESPONSES
Yes, of course. I'd be glad to. Certainly. All right. Ok.	I'm sorry I can't. Sorry I can't I'm sorry, but I have to...

EXERCISES...



Students' Worksheet:

Visiting the Doctor

Role Plays for Today

Student A – Patient

You are a patient at your local doctor's surgery. Choose one of the illnesses from the chart and tell the doctor the answers to these questions:

- How, when and where did it start?
- What symptoms have you got?
- Have you taken any medicine or done anything else to help?

Student B will try to provide the correct diagnosis. At the end tell student B if s/he was correct about the illness.

Target language

It started... (a week ago).

I feel... (tired, hot, etc.).

I had an accident when...

It hurts here.

I've got... (a sore throat, a swollen ankle).

I can't... walk / sleep

Is it serious?

What should I do?

Look at the table below. It describes seven common reasons for going to the doctor. Complete the table using the information from the boxes.

Symptoms	diarrhoea a sore throat can't sleep (insomnia)	red eyes can't move my hand a swollen ankle
Advice	prescription medicine go to hospital don't eat anything	take vitamin C use crutches take paracetamol

Illness/Complaint	Cause	Symptoms	Advice
a cold	a virus, usually caught through contact or sneezing	a runny nose, a) _____ , a cough	keep warm, get some rest, b) _____
the 'flu	a virus, usually caught through contact or sneezing	as for a cold, also a high temperature, aching bones and head	go to bed, c) _____ for the temperature and the aches
food poisoning	eating food that isn't fresh	stomach ache, vomiting, d) _____	e) _____ for 24 hours, get some rest, drink water
stress	too many problems, especially at work	f) _____ , worrying too much, loss of appetite	take sleeping pills, take a long holiday, change your job!
a broken arm	a serious fall, (e.g. off a ladder)	a very strong pain in my arm, g) _____	h) _____ , set arm in plaster
a sprained ankle	an unexpected fall, (e.g. when playing football)	i) _____ , can't walk	bandage the ankle j) _____ , get plenty of rest
hay fever	an allergy to flowers and plants in summer	a runny nose, k) _____	l) _____ , stay away from parks and gardens

- Do you agree with all this advice?
- Do you have any other advice for these complaints?
- Which of these complaints have you had over the last year?
- Did you go to the doctor?



Visiting the Doctor

Role Plays for Today

Student B – Doctor

You are the doctor. Listen to student A, who will describe her/his symptoms.

- Ask questions using the *Target language* expressions.
- Tell the patient what you think the illness is.
- Give the patient some advice.

Try to remember without looking at the chart. At the end, student A will tell you if your diagnosis was correct.

Target language

What seems to be the problem?
Does it hurt here?
Is the pain getting worse?
Do you have... (a cough, a temperature, a swollen ankle)?
Can you... (move your hand, go near parks and flowers)?
Are you allergic to anything?
I think you have...
You should / shouldn't...
Try (not) to...(verb)

APPENDIX E

PRE-TEST AND

POST-TEST

PRE- TEST**SPEAKING**

Have you ever gone to a Health Centre? Tell your friend about it. Work in pairs and take turns. You may use the questions below.



- What do you know about a health centre?
- Where did you go?
- Can you differentiate between a doctor and a nurse?
- How was the circumstance there?
- With whom did you go to the Health Centre?
- What did you do while you were there?
- Will you plan to work in a hospital?

POST-TEST OF CYCLE I



You are a student from America. While studying in Indonesia, your teacher wants you to ask some questions to an Indonesian pharmacist. You want to know about his duties and the physical appearances of people in his/her surrounding.



You are a pharmacist in Indonesia. Your responsibilities are to prepare and sell medicines in a pharmacy.



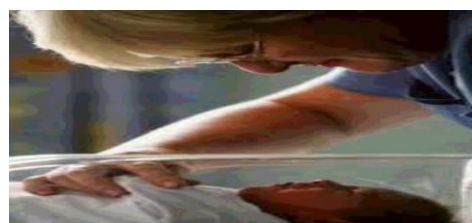
You are a student from Indonesia who is joining the International Health Conference in Japan. You have to ask some doctors in that conference. You want to know about their expertise, their nationality, and the physical appearances of people in their surrounding.



You are a surgeon from Japan. Your duty is to do the operation. You are the first surgeon who has successfully done the heart transplantation there.



You are a student from England. You want to know about midwives in Indonesia. You want to know about their duties and physical appearances.



You are an Indonesian midwife. You work in a small clinic. Your duty is to help woman when they are giving birth.

POST-TEST OF CYCLE II



You are a psychiatrist. You meet with a patient who has been suffering from stress. As a psychiatrist, you have to get a lot of information about your patient's symptoms. After that, you tell your patient about what he should and shouldn't do.



You are a patient who has been suffering from stress. You want to meet a psychiatrist. When you meet her, you tell the symptoms that you feel.



You are a dentist. You meet a patient who has toothache. As a dentist, you have to know about the symptoms of your patient. After that, you have to tell your patient about what she should and shouldn't do.



You are a patient who has toothache. You want to meet a dentist. When you meet him, you tell the symptoms that you feel.



You are a doctor. You meet a patient who gets stomachache. You want to know about the symptoms of your patient's disease. Then, you tell her about what she should and shouldn't do.



You are a patient who gets stomachache. You meet a doctor at the hospital. You tell her the symptoms of your disease.

APPENDIX F

SPEAKING

RUBRIC

SPEAKING RUBRIC

No.	Aspects	Descriptions	Range of score	Score
1.	Grammar	Control of grammar is good, can be understood by others and have confident control of the grammar.	Very good	5
		Control of grammar is good, can be understood by others even though with less sufficient structural accuracy.	Good	4
		Errors in grammar are quite often, can be understood by others, have less confident control of grammar.	Moderate	3
		Errors in grammar are frequent but still can be understood by others.	Poor	2
		Errors in grammar are frequent and cannot be understood by others	Very poor	1
2.	Vocabulary	Rich of vocabulary, idioms either in formal or informal conversations, can understand the conversation.	Very good	5
		Rich of vocabulary and can understand the conversation.	Good	4
		Have sufficient vocabulary to speak the language and understand the conversation.	Moderate	3
		Poor of vocabulary but still can understand the conversation.	Poor	2
		Poor of vocabulary and cannot understand the conversation.	Very poor	1
3.	Comprehension	Can understand any conversation context without many repetitions, slowed speech, or paraphrase.	Very good	5
		Can understand any conversation context with slowed speech or paraphrase.	Good	4
		Can understand some conversation contexts with repetitions, slowed speech, or paraphrase.	Moderate	3
		Hard to understand some conversation contexts without repetitions, slowed speech, or paraphrase.	Poor	2

		Cannot understand any conversation context even with repetitions, slowed speech, or paraphrase.	Very poor	1
4.	Fluency	Be able to speak in normal speed without too many fillers, oneself correction, and hesitation.	Very good	5
		Be able to speak in normal speed with some fillers and oneself correction, without hesitation.	Good	4
		Be able to speak in slowed speed with many fillers, oneself correction but have enough confidence.	Moderate	3
		Be able to speak in slowed speed with hesitation and filler and oneself correction.	Poor	2
		Hard to speak in slowed speed, using many fillers, oneself correction, and hesitation.	Very poor	1
5.	Pronunciation	Speaking without errors in pronunciation, good accent, confident, and can be understood by others.	Very good	5
		Speaking with fewer errors in pronunciation, can be understood by others, using good accent and confident.	Good	4
		Speaking with fewer errors in pronunciation, can be understood by others, less confident.	Moderate	3
		Speaking with many errors in pronunciation still can be understood by others, less confident.	Poor	2
		Speaking with many errors in pronunciation, cannot be understood by others, less confident.	Very poor	1
Total score				25x4=100

(This speaking rubric was adapted from Brown; 2004, 172-173, and has been modified based on the students' needs)

APPENDIX G

STUDENTS'

SCORES

Table of Students' Pre-test Scores
(The ones who scored the students' performances were both of
the researcher and the English teacher)

No.	Name	Scores					Sum
		G	V	C	F	P	
1.	Ahyu Restu Nofia	1	2	3	2	1	9
2.	Ajeng Aulia	2	3	3	2	3	13
3.	Alecia Eka S	2	2	2	2	1	9
4.	Atik Nur Hayati	1	2	3	2	1	9
5.	Daniya Salma A	3	2	2	1	2	10
6.	Etik Wulandari	2	2	2	2	2	10
7.	Ika Wahyu S	2	2	3	2	3	12
8.	Inayah Riva'i Nur Ikh Sani	3	2	2	2	3	12
9.	Indah Dyah A	3	3	3	2	3	14
10.	Inge Marngatu M	2	2	2	3	3	12
11.	Kus Nurjannah	1	2	2	1	1	7
12.	Lambang Wahyu W	2	2	2	1	2	9
13.	Lastri	2	2	2	2	3	11
14.	Nia Purwaningsih	2	3	3	2	2	12
15.	Noviana Eka Sani	2	2	2	2	1	9
16.	Pungky Ayu D	2	2	2	2	2	10
17.	Rahmawati	2	2	2	2	1	9
18.	Roudhlotul Jannah	2	3	2	2	3	12
19.	Rury Widyastuti	1	2	2	2	1	8
20.	Shinta Devy Pravitasari	1	2	2	2	2	9
21.	Vanila Nur s	2	2	2	2	2	10
22.	Wahyuni	1	2	2	1	2	8
Sum		41	48	50	41	44	224

Table of Students' Post-test Scores (Cycle I)
(The ones who scored the students' performances were both of
the researcher and the English teacher)

No.	Name	Scores					Sum
		G	V	C	F	P	
1.	Ahyu Restu Nofia	3	4	4	3	3	17
2.	Ajeng Aulia	4	2	4	2	2	14
3.	Alecia Eka S	3	3	3	2	2	13
4.	Atik Nur Hayati	3	3	4	2	2	14
5.	Daniya Salma A	4	3	4	3	3	17
6.	Etik Wulandari	4	4	4	4	4	20
7.	Ika Wahyu S	3	3	4	2	2	14
8.	Inayah Riva'i Nur Ikh Sani	3	3	4	2	2	14
9.	Indah Dyah A	4	3	4	4	4	19
10.	Inge Marngatu M	3	3	3	4	4	17
11.	Kus Nurjannah	2	3	3	2	2	12
12.	Lambang Wahyu W	4	3	4	3	3	17
13.	Lastri	3	2	4	3	3	15
14.	Nia Purwaningsih	3	2	4	2	2	13
15.	Noviana Eka Sani	3	3	4	2	4	16
16.	Pungky Ayu D	4	3	4	2	2	15
17.	Rahmawati	4	3	4	2	3	16
18.	Roudhlotul Jannah	4	3	4	3	4	18
19.	Rury Widyastuti	3	3	4	2	4	16
20	Shinta Devy Pravitasari	4	3	4	3	3	17
21.	Vanila Nur s	3	3	4	2	3	15
22.	Wahyuni	4	2	4	2	2	14
Sum		75	64	85	56	63	343

Table of Students' Post-test Scores (Cycle II)
(The ones who scored the students' performances were both of the researcher and the English teacher)

No.	Name	Scores					Sum
		G	V	C	F	P	
1.	Ahyu Restu Nofia	4	4	4	4	3	19
2.	Ajeng Aulia	4	2	4	2	3	15
3.	Alecia Eka S	4	4	5	3	4	20
4.	Atik Nur Hayati	3	3	4	2	2	14
5.	Daniya Salma A	4	4	4	3	4	19
6.	Etik Wulandari	4	4	4	4	4	20
7.	Ika Wahyu S	3	3	3	3	3	15
8.	Inayah Riva'i Nur Ikh Sani	4	3	4	3	3	17
9.	Indah Dyah A	4	4	4	4	4	20
10.	Inge Marngatu M	4	3	3	4	4	18
11.	Kus Nurjannah	4	4	4	2	2	16
12.	Lambang Wahyu W	4	3	4	3	3	17
13.	Lastri	4	3	4	3	3	17
14.	Nia Purwaningsih	3	3	4	2	2	14
15.	Noviana Eka Sani	4	4	4	3	4	19
16.	Pungky Ayu D	4	4	4	3	2	17
17.	Rahmawati	4	4	4	2	3	17
18.	Roudhlotul Jannah	4	4	4	3	4	19
19.	Rury Widyastuti	3	3	4	3	4	17
20.	Shinta Devy Pravitasari	4	3	4	4	4	19
21.	Vanila Nur s	4	4	4	3	3	18
22.	Wahyuni	4	3	4	2	2	15
Sum		84	76	87	65	70	382

APPENDIX H

OBSERVATION

CHECKLIST

Teaching and Learning Process at SMK Muhammadiyah 3 Klaten Tengah
(Cycle 1, October 30th, 2015)

Teaching and Learning Activities	Time	Yes/No		Reason
		Yes	No	
1. Opening activities a. Teacher greets the students and they respond to it. b. The teacher leads a prayer. c. The teacher gives some information and simple examples related to the expressions used to ask and answer people's country, profession, and physical appearance. <i>(When you go to the hospital and you see a person wearing white uniform with stethoscope in his neck, do you know what his profession is?)</i>	3 minutes			
2. Main Activities a. <u>Presentation</u> 1) Teacher shows the video about nationality, profession, and physical appearance. 2) Students analyze the video. (Students observe the expressions used in the video) b. <u>Practice</u> 1) Students respond to the teacher's question by describing people about their profession, nationality and physical appearance orally. 2) Students listen to the teacher's explanation	6 minutes 3 minutes 5 minutes 10 minutes 5			

about the expressions used to ask and answer people's nationality, job, and physical appearance through slides power point.	minutes			
3) Students try to arrange a conversation using the given expressions.	3 minutes			
4) Students are showed with the example of adjective phrases related to the topics being discussed.	5 minutes			
5) After that, students read and try to answer the questions based on the dialogue given by the teacher.	5 minutes			
6) Students discussed their answers with their friends and get feedback from the teacher in order to check their comprehension.	20 minutes			
7) Students are asked to create their own dialogues guided by the teacher.	12 minutes			
8) After that, students practice the dialogues in pairs.	35 minutes			
c. <u>Production</u>				
1) In pair, students create their own dialogues consisting of some expressions used to ask people's nationality, job, and physical appearance based on the role play cards.	40 minutes			
2) Students do the role play with their partner				

in front of the class. (max. 3 minutes for each group)				
Closing activities a. Teacher summarizes the material being taught and gives feedbacks to the students. b. Teacher gives some praises to the active students. c. Teacher gives homework to the students. d. Teacher tells the students about the next topic. e. Teacher closes the class by saying a prayer.	3 minutes			

**Teaching and Learning Process at SMK Muhammadiyah 3 Klaten Tengah
(Cycle 2, November 6th, 2015)**

Teaching and Learning Activities	Time	Yes/No		Reason
		Yes	No	
1. Opening activities: a. Teacher greets the students and they respond to it. b. The teacher leads a prayer. c. The teacher gives some information and simple examples related to the materials that will be taught to the students. <i>(When you want to ask something to others, what should you say?)</i>	3 minutes			
2. Main Activities: a. <u>Presentation</u> 1) Students are showed with a video related to Command and Request. 2) Students analyze the expression used in the video. b. <u>Practice</u> 1) Students listen and repeat some expressions of Command and Request pronounced by the teacher. 2) Students listen to the teacher's explanation about expressions of command and request	6 minutes 3 minutes 5 minutes 10 minutes 5 minutes			

through slides power point.	5 minutes			
3) Students try to make some command and request statements.	5 minutes			
4) Students read and answer some questions based on the dialogue provided by the teacher.	20 minutes			
5) Students discuss their answer with their friends and get feedback from the teacher in order to check their comprehension.	15 minutes			
6) Students are asked to create their own dialogues guided by the teacher.	45 minutes			
7) After that, students practice their dialogues in pairs.	32 minutes			
c. <u>Production</u>				
1) In pair, students create their own dialogues consisting of Command and Request based on the role play cards.				
2) Students do the role play with their partner in front of the class. (max. 3 minutes for each group)				
3. Closing Activities:				
a. Teacher summarizes the material being taught and gives feedbacks to the students.	3 minutes			
b. Teacher gives some				

praises to the active students.				
c. Teacher gives homework to the students.				
d. Teacher informs the students about the next topic.				
e. Teacher closes the class by saying a prayer..				

APPENDIX I

INTERVIEW

GUIDELINE

INTERVIEW GUIDELINE

A. For students

1. Do you have any difficulties in speaking English?
2. When there is someone who speaks in English, can you understand him/her?
3. How about your English? Can you speak in English fluently?
4. Do you have lots of vocabulary in English?
5. Have you ever confuse about how to pronounce English words?
6. Tell me about the speaking activity you like best.
7. Why did you like the activity?
8. When did you usually practice your English?
9. In what place did you usually feel cozy in practicing your English?
 - Classroom
 - Home
 - Others
10. Do you know what role play is?
11. Is there anything else you'd like to add?
12. So what you are saying is...?

B. For teacher

1. Could you please tell me about the speaking activity that you like best in teaching the students?
2. Why did you choose the activity?
3. Did you face any difficulties in applying the activity to the students?
4. What kinds of solutions that you used to overcome the problems?
5. Have you ever tried to use the other speaking activities?
6. Have you ever used role play?
7. What do you think of role play?
8. Is there anything else you'd like to add?
9. So what you are saying is...?

APPENDIX J

STUDENTS'

PHOTOGRAPHS



The researcher does the classroom observation.



The students perform their dialogue on the pre-test.



The researcher delivers the materials to the students.



The students work together in completing the worksheet.



The researcher assists the students in creating their dialogues.



The students perform their role play on post-test.

APPENDIX K

PERMIT

LETTERS



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 telp. (0274) 550843, 548207 fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/03-01
 10 Jun 2011

Nomor : 991/UN.34.12/DT/X/2015
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

Yogyakarta, 7 Oktober 2015

Kepada Yth.
 Bupati Klaten
 c.q. Kepala BAPPEDA Klaten
 Kantor BAPPEDA Klaten, Gedung Pemda II Lantai 2,
 Klaten

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan Penelitian untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:


**THE IMPLEMENTATION OF ROLE PLAY TO IMPROVE SPEAKING SKILL OF X NURSING CLASS OF SMK MUH
 3 KLATEN IN ACADEMIC YEAR OF 2015/2016**

Mahasiswa dimaksud adalah:

Nama : INDAH PERMATASARI
 NIM : 12202241026
 Jurusan/Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Oktober – November 2015
 Lokasi Penelitian : SMK Muh 3 klaten

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

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Tembusan:
 - Kepala SMK Muh 3 klaten



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Nomor : 072/175/X/09
 Lampiran : -
 Perihal : Ijin Penelitian

Klaten, 20 Oktober 2015
 Kepada Yth.
 Ka. SMK Muh. 3 Klaten
 Di -

KLATEN

Menunjuk Surat dari Dekan Fak. Bahasa dan Seni UNY Nomor 999/UN.34.12/DT/X/2015 Tanggal 7 Oktober 2015 Perihal Permohonan ijin Penelitian, dengan hormat kami beritahukan bahwa di Instansi/Wilayah yang Saudara pimpin akan dilaksanakan Penelitian oleh :

Nama : Indah Permatasari
 Alamat : Karangmalang, Yogyakarta
 Pekerjaan : Mahasiswa UNY
 Penanggungjawab : Indun Prabowo Utami, SE
 Judul/Topik : THE IMPLEMENTATION OF ROLE PLAY TO IMPROVE SPEAKING SKILL OF X NURSING CLASS OF SMK MUH. 3 KLATEN IN ACADEMIC YEAR OF 2015/2016
 Jangka Waktu : Oktober – November 2015
 Catatan : Menyerahkan Hasil Penelitian Berupa **Hard Copy** Dan **Soft Copy** Ke Bidang PEPP/ Litbang BAPPEDA Kabupaten Klaten

Demikian atas kerjasama yang baik selama ini kami ucapkan terima kasih

An. BUPATI KLATEN
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2. Ka. Dinas Pendidikan Kab. Klaten
3. Dekan Fak. Bahasa dan Seni UNY
4. Yang bersangkutan
5. Arsip



MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KAB. KLATEN
SMK MUHAMMADIYAH 3 KLATEN TENGAH

Terakreditasi B

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SURAT KETERANGAN

Nomor : 502/SMKM-3.90/PP/2016

Yang bertanda tangan dibawah ini :

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NBM : 843 833

Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : Indah Permatasari

NIM : 12202241026

Status : Mahasiswa S1 Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni

Telah benar-benar melaksanakan penelitian di SMK Muhammadiyah 3 Klaten Tengah untuk menyusun tugas akhir skripsi dengan judul "The Implementation of Role Play to Improve Speaking Skill for Grade X Nursing Class of SMK Muhammadiyah 3 Klaten Tengah in Academic Year of 2015/2016".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Klaten, 27 Februari 2016
Kepala Sekolah

Sri Lestari, S.Pd
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